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ABSTRACT

The study of task identification in child care and development presents statistical correlations of task performance frequencies obtained by questionnaire in 21 task clusters for the occupations of day care mother, foster parent, houseparent, nursery school/day care center director/teacher, and nursery school/day care center teacher aide/assistant. One-way matrices present, for each occupation, task clusters and tasks within each cluster arranged vertically in descending order of overall mean frequency of performance. Two-way matrices correlate task information for all five occupations, with occupations arranged horizontally and task clusters and individual tasks within each cluster arranged vertically in descending order of commonality of performance as indicated by overall mean frequency scores. A two-page bibliography is included together with five appendixes, which provide a list of resource personnel, a task checklist and instruction sheet, personal descriptive data of employee in the five occupations, mean frequency tables for task clusters by individual occupations, and alternate job titles by occupations. (JR)

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ED 08

Identification of Tasks in Home Economics Related Occupations

INSTITUTIONAL AND HOUSEHOLD MAINTENANCE

CARE/DEVELOPMENT OF CHILDREN

FAMILY AND COMMUNITY SERVICES

CLOTHING, APPAREL, AND TEXTILE SERVICES

FOOD SERVICE

INTERIOR DESIGN AND FURNISHINGS

CE004243

Developed by the Departments of Home Economics Education
at Iowa State University and University of Northern Iowa
in cooperation with the Iowa Department of Public Instruction

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IDENTIFICATION OF TASKS IN HOME ECONOMICS RELATED OCCUPATIONS

Care/Development of Children

Paraprofessional Child Care Occupations In Iowa

Developed by the Departments of Home Economics Education at Iowa State University and University of Northern Iowa in cooperation with the Iowa Department of Public Instruction under research projects funded by Part C, P.L. 90-576

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FOREWORD

This publication is one of a series of six publications designed to provide data pertaining to the performance of tasks in specific gainful occupations related to home economics. These data may be used in developing appropriate objectives and curricular content for the preparation of individuals to enter the specific occupations studied.

The six subject areas of home economics for related occupations investigated are a modification of the consumer homemaking cluster, which is one of the fifteen United States Office of Education clusters. They include institutional and household maintenance services, child care and development, housing and interior design, food service, family and community services, and clothing and apparel services.

Each of the six publications provides for its respective field a listing of major job categories within the field and the functions and tasks required for the job arranged according to clusters of similar tasks.

These publications are available from the State Director, Career Education Division, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa, 50319.

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Irene Beavers, Director of the Study

Susan M. Keller, Principal Investigator

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INTRODUCTION

Today there is a greatly increased need for well trained child care workers in the United States. There are approximately 32.9 million women in the labor force today (Department of Labor, 1973), more than 12 million of which have children under the age of 18, and according to the Department of Labor (1973) more than one out of three working mothers have children under six years of age. The employment of mothers, like the employment of all women, is expected to continue to rise. The Department of Labor (1973) estimates that the number of working mothers 20-44 years of age with preschool children will increase to 6.6 million by 1985, representing a 32% increase between 1975 and 1985. Reasons for the increase in maternal employment include new job opportunities in growing occupations, federal legislation outlawing sex discrimination, federal legislation providing for job training of welfare recipients and furnishing of child care services, decline in the birth rate of wives in their early 20's, increased availability of household appliances and convenience foods, increased educational attainment, changing attitudes of society, employers, and families toward working mothers economic needs, and aspiration for better levels of living (Department of Labor, 1971; Department of Labor, 1973; Berry, 1971). The concerns of the poor also contribute to the expanding need for child care services. It is pointed out that there are large numbers of poor mothers who might be able to take advantage of job training and thereby be able to work if adequate child care facilities were available for their children (Berry, 1971). The psychological and social values of professional child care are also becoming widely recognized by many, recognizing that learning

experiences during infancy and childhood are of crucial importance for subsequent development. From preliminary data the Department of Labor (1973) estimates that care is available in licensed centers and family homes for only about 905,000 children, while several million children need these services.

Whitmarsh (1966) and Sulek (1967) emphasize that in order to meet the need for child care services, we must expand programs of preparation for employment in child care occupations. There is also a growing need for occupational training for students at the secondary and the post-secondary levels.

In order to adequately prepare child care workers it is necessary to determine the actual requirements of the job, since the first step in effective curriculum planning for training programs requires specific knowledge of what tasks are performed and the extent to which they are performed by workers (Rahmlow & Kiehn, 1967a, 1967b; Mager, 1967; Berry, 1971). Adequate development of job clusters would indicate priorities for training purposes and would facilitate mobility of the worker also. The purposes of the study were therefore to determine the primary jobs available in child care in Iowa which require less than a baccalaureate degree; to identify and determine frequency of performance of tasks for child care workers in the various occupations and to formulate relevant clusters of tasks; and in addition, to determine tasks common to all child care occupations and those unique to each occupation. Child care jobs included in the study were 1) Day Care Mother, 2) Foster Parent, 3) Houseparent, 4) Nursery School/ Day Care Center Owner/Director, 5) Nursery School/Day Care Center Teacher and 6) Nursery School/Day Care Center Teacher Aide/Assistant/

Volunteer. This basic information can then be used by career educators in Iowa in further development of competencies needed to perform the tasks, formalization of objectives, and selection of appropriate instructional materials and devices in curriculum development for child care training programs.

MAJOR PROCEDURES

Literature was reviewed on task analysis procedures, the general area of home economics related occupations, types of child care occupations, tasks performed by child care workers, and other related research; telephone conversations and observations held; and correspondence and consultations conducted with child care practitioners and specialists from the Child Development Department at Iowa State University to ascertain jobs actually available in Iowa in the field of child care and the variety of individual tasks performed in this type of work. Tentative career ladders and job descriptions were developed and six job categories finally identified for the study: Day Care Mother, Foster Parent, Houseparent, Nursery School/Day Care Center Owner/Director, Nursery School/Day Care Center Teacher, and Nursery School/Day Care Center Teacher Aide/Assistant/Volunteer.

A preliminary questionnaire listing child care tasks was then compiled from information obtained along with an instruction sheet, and personal data information sheet. The questionnaire was administered to 17 child care workers in various occupations (1 foster parent, 2 houseparents, 2 teachers, 3 directors, 4 aide/volunteers, 1 homemaker health aide, 1 food supervisor and cook in a center, and 3 persons caring for children daily in their homes) to check for clarity and content. A three point scale to indicate frequency of task performance (1. I never do this task, 2. I sometimes do this task, 3. I always do this task) and a five point scale (1. I never do this task, 2. I do this task at least once a year, 3. I do this task at least once a month, 4. I do this task at least once a week, 5. I do this task daily) were both used. Neither scale proved difficult for the respondents.

Examination was also made by D.P.I. personnel, by I.S.U. Child Development faculty, and by specialists in the areas of evaluation and adult education within the I.S.U. Home Economics Education Department.

Needed minor revisions were then made as indicated by the pretest and specialists recommendations, including rewording and reorganizing some task statements, addition of tasks, and elaboration of the personal data sheet. The decision was also made to use the five point scale for the task response pattern on the final instrument. The final form of the instrument consisted of a total of 251 individual tasks, scrambled in random order, the personal data questionnaire, and instruction sheet.

The total project sample was compiled in various ways for the six identified job categories:

A) For the Houseparents, a list of 23 children's agencies that do child care work was taken from the Iowa Directory of Licensed Children's Agencies and Institutions and Approved Detention Homes. This number made up the total population of child care houseparents in the directory and all 23 were used in the study. Each institution was contacted by mail and asked to have two houseparents respond to the questionnaire.

B) For the three Nursery School/Day Care Center occupations (owner/director, teacher, teacher aide/assistant) a list of all licensed centers was taken from the Iowa Directory of Licensed Nurseries, Pre-Schools, and Day Care Centers. It was felt that the personnel involved and the various tasks performed might vary according to the size of the center, therefore, the centers were divided into three groups according to licensed capacity size: 1) 1-15 children, 2) 16-39 children, and 3) 40

or more children. The sample of these occupations was then randomly selected in proportion to the total number in each of the three groups: 7 from the 75 licensed centers (capacity 1-15 children), 26 from the 276 licensed centers (capacity 16-39), and 7 from the 75 licensed centers (capacity 40 and over); making a total sample of 40. Because the information in the directory was not complete, directors in the area social service offices were contacted to bring the information up to date and to provide the number of employees in each center if possible. Each center was then contacted by mail directly and requested to have 3 persons (1 representing each of the 3 positions) respond to the questionnaire, if all 3 positions existed.

C) For the Foster Parents, 3 of the larger foster care agencies were purposely selected to obtain the number of names needed for this project. A public agency (Polk County Social Services) and two private agencies (Lutheran Social Service of Iowa and Catholic Charities in Des Moines) were used. Two of the agencies (1 public and 1 private would not release the names of their foster parents but agreed to contact people directly if questionnaires were brought to the office; eleven completed forms were returned. The third agency contacted foster parents and received consent before releasing 15 names and addresses. Direct contact was made with these people through the mail.

D) For the Day Care Mothers, five counties were purposely selected, representing different sections of the state believed to have at least 10 licensed day care mothers each. The Department of Social Services within each of the five counties was then

contacted and asked to contact 10 licensed day care mothers, if possible, and obtain permission and agreement to participate in the study. Dubuque County returned a list of 16 names, Pottawattamie County 10 names, Lee County 11 names, and Cerro Gordo County sent the total existing 3 names. Questionnaires were mailed directly to these 40 individuals. Polk County would not release any names but contacted individuals and eventually returned 7 completed questionnaires. This made a total sample of 47 licensed day care mothers.

The overall total sample used in the study, therefore, consisted of 136 different persons, centers, or agencies and thus provided a possibility of 239 separate responses if all multiple requests could be met by specific employment situations.

Follow-up letters, phone calls, and personal contacts were made as needed to obtain responses to the mailed questionnaires. Fifteen persons, representing the various job categories included in the study, were personally interviewed for the purpose of validating tasks identified in the questionnaire. Non-respondents were contacted, where possible, to determine reasons for lack of response to the questionnaire. Replies basically were one of the following: person was no longer employed in the position stated, there had been a change in director of the institution or agency, the institution or agency had been swamped with too many research requests to be able to fill them all, the person had moved away or the center closed, the person just hadn't taken the time to reply, or the directions and/or response pattern had confused the person and seemed difficult to answer. Of the 205 returned questionnaires, 184 (89% of those returned and 77% of the possible 239) were judged useable for computation. The occupations of Nursery School/

Day Care Center Owner/Director and Nursery School/Day Care Center Head Teacher were combined, leaving a total of 5 rather than 6 occupations to be analyzed, since in the majority of cases the same individual seemed to be represented. All questionnaires were then coded and sent to the computer for analysis.

The mean response and standard deviation for each task for each occupation were calculated. A pooled within intercorrelation matrix of tasks was computed for the 5 groups combined and was then inspected to determine those tasks with a correlation coefficient of .40 or higher. Clusters were formed based on rational content of the items and the statistical reliability of the clusters. Additional tasks were then added to the clusters on a rational inspection basis. Mean scores of items were inspected to determine tasks most frequently and least frequently performed within each cluster for each of the 5 occupations, and to identify those tasks considered common to all 5 occupations on the basis of a mean score of 1.5 or above.

The clusters of tasks and frequency information, as determined in the analysis procedure, were submitted to several teachers involved in working with vocational education programs to obtain reactions to useability of the task lists and suggestions for the most helpful way of presenting the information for classroom teacher use. These suggestions, along with those of the DPI, were utilized in organization of tables for the final report.

Task Clusters by Individual Occupations

In this section, one-way matrices are presented for the five child care related occupations studied: day care mother, foster parent, houseparent, nursery school/day care center director/teacher, and nursery school/day care center teacher aide/assistant.

The matrix for each individual occupation presents the task clusters vertically, arranged in descending order of overall mean frequency of performance. Within each cluster the tasks are also arranged in descending order of performance frequency, from those performed most often to those least often performed by persons in the occupation.

The numbers preceding each task in the matrix indicate the task number from the questionnaire used in the study. These numbers are listed merely to facilitate identification of each specific task as precisely as possible.

Frequency of task performance is designated in the matrices by alphabetical symbols which represent a range of mean frequency scores for the tasks. An A identifies a task with a mean frequency score of 3.00 to 4.00 and indicates the task is performed at least several times a week. The letter B identifies a task with a mean frequency score between 2.00 and 2.99 and indicates the task is performed several times a month. The letter C identifies a task with a mean frequency score of 1.00 to 1.99 and indicates the task is performed several times a year. The letter D identifies a task with a mean frequency score of .01 to .99 and suggests the task is performed less than once a year. A dash (-) is the symbol used to identify a mean frequency score of .00 and indicates that the task is never done.

Inspection of the clusters of tasks for day care mother indicated that the clusters related to socialization of the child, handling of special behavioral situations, and broadening child's concepts and imagination were most frequently performed. Also fairly often performed were tasks involving supervision of play and routine activities, food service, and laundry. The clusters of tasks least often performed were supervision of non-professional staff, administration, work with parents, budgeting and public relations, and work with exceptional children.

Examination of the clusters for foster parent revealed that the cluster involving laundry procedures was the most often performed. Tasks related to handling special behavioral situations were also performed frequently. Almost never performed was the function of supervision of non-professional staff. In addition, clusters involving administration, work with parents, and budgeting and public relations had quite low frequency of performance levels.

Inspection of clusters for the houseparent indicated that the cluster most frequently performed was handling special behavioral situations. Second highest in performance frequency was socialization of the child. The cluster least often performed was care of infants; though the clusters involving budgeting and public relations, supervision of non-professional staff, work with parents, and administration also had quite low performance rates.

A careful look at the clusters for nursery school/day care center director/teacher reveals that the cluster most frequently performed was socialization of the child. Also performed often were tasks related to handling special behavioral situations. The cluster least often performed was care of infants.

Examination of the clusters for nursery school/day care center teacher aide/assistant indicated the clusters performed most frequently were socialization of the child and handling special behavioral situations. Almost never performed were laundry procedures and supervision of non-professional staff. In addition, the clusters of care of infants, administration, regulation of supplies and equipment, budgeting and public relations, work with parents, and care of sick child had quite low performance frequency levels.

TASKS PERFORMED BY DAY CARE MOTHERS ARRANGED IN CLUSTERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks[a]
A. Socialization of the Child	
117. Answer questions with simple explanations	A
140. Show an interest in what the children are doing	A
12. Help children develop good table manners	A
198. Supervise snack time and/or mealtime	A
163. Settle arguments	A
186. Assist child in developing positive attitudes toward sharing with others	A
68. Maintain discipline to prevent children from harming themselves and others	A
157. Listen to what child says about his creative work	A
187. Sit with children and encourage conversation	A
93. Help child learn acceptable behavior patterns	A
165. Encourage development of child's curiosity	A
164. Stimulate children's play	A
87. Assist children with group play	A
139. Set limits for child to follow	A
201. Choose books for daily reading or storytelling	B
16. Adhere to rules about use (e.g. only two children at a time) of equipment	B
B. Handling Special Behavioral Situations	
86. Assist children individually	A
141. Handle temper tantrums	A
44. Observe children for special behavior patterns and responses	B
C. Broadening Child's Concepts and Imagination	
116. Talk and listen to children	A
14. Encourage children to try new foods	A
39. Provide other materials (dishes, telephone, broom, etc.) when child requests them	A
63. Help children notice sizes and shapes of blocks	B
42. Develop imaginative play equipment	B

[a]An A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

DAY CARE MOTHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
D. Supervision of Play and Routine Activities	
233. Help children to clean-up	A
115. Assist children in developing good housekeeping habits	A
179. Supervise bathroom procedures (toileting, washing, personal grooming, etc.)	A
156. Help children dress and undress	A
178. Supervise rest time	A
60. Supervise outdoor play	A
227. Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children	A
110. Read or tell stories	A
177. Select children's clothing appropriate for temperature and activity	A
64. Help children put blocks away	B
38. Supervise manipulative play (puzzles, wood-working, etc.)	B
85. Supervise dramatic play activities (block-building, housekeeping, play, etc.)	B
111. Select and play recorded music	B
41. Help children learn how to turn pages	B
40. Help children put on and take off dress-up clothes	B
62. Teach and lead singing and rhythmic activity	C
188. Participate in teacher-directed activities (rhythm, songs, etc.)	C
109. Supervise special activities (field trips, animals, etc.)	C
E. Daily Involvement of Children and Parents	
218. Welcome children when they arrive	A
204. Talk informally with parents	A
205. Answer parents' questions	A
217. Help the children learn the established routines	B
92. Assist children in developing a sense of "belonging" in the center	B
189. Report accidents, signs of illness and discomfort in children and other important happenings	B
208. Learn children's names as soon as possible	B
219. Distribute materials to be taken home	B
167. Identify child's state of health during daily inspections	C
169. Make observations/reports for use by administrators/directors	D

DAY CARE MOTHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
F. Daily Communication and Emergencies	
118. Run errands	A
97. Take messages	A
123. Greet guests	B
191. Help in time of emergencies	B
206. Contact parents in emergency or illness	C
199. Introduce new child to center	D
G. Management of Creative Activities	
20. Improvise play materials and activities	A
89. Get crayons and paper ready	B
61. Supervise creative activities (painting, playing with clay, crafts, etc.)	B
18. Arrange materials and equipment so they are ready to use	B
43. Help children make things to play with	B
88. Show children how to use scissors	B
65. Arrange books on table for children's use	B
180. Put child's name on his art work	C
202. Help children with their nature and science experiences	C
90. Encourage experimentation with paint	C
5. Repair books	C
19. Help keep supplies readily available for teacher and children	C
251. Prepare art materials (paint, dough, clay, etc.)	C
133. Prepare paper on table top for painting	C
134. At the end of the day, clean paint brushes	C
158. Help child remove painting from easel and set aside to dry	D
135. Help put on and remove painting aprons or shirts	D
17. Help children learn how to use hammer, saws, etc. for craft activities	D
159. Write child's story about a picture if requested	D
181. Put newsprint on easels for painting	D
182. Put paper on the floor under the easels	D
162. Prepare bulletin boards	D
161. Make learning aids (charts, flannel boards)	D

DAY CARE MOTHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
H. Household Maintenance	
22. Dispose of wastes	A
71. Do the dusting	A
72. Do the vacuuming	A
131. Put away cleaning supplies	A
95. Polish furniture	B
96. Clean and wax floor	B
94. Clean mirrors and windows	B
142. Clean storage area	B
120. Clean and straighten cabinets/cupboards/shelves	B
119. Wash walls and woodwork	C
I. Care of Toys, Equipment, Plants, and Animals	
21. Store equipment and materials in appropriate places indoors	A
4. Gather equipment and materials for activities	B
239. Feed animals and/or water plants	B
125. Set up and put away outdoor equipment	B
240. Wash doll clothing, dress-up clothing, towels, rest mats, etc.	B
225. Wash toys and equipment (blocks, dolls, puzzles, etc.)	B
241. Make repairs or replace parts on play equipment	C
207. Arrange and rearrange furniture/cribs	C
144. Clean outdoor equipment	C
209. Fold and put away rugs/cribs	C
226. Clean animal cages, pens, or containers	D
6. Report any needed equipment repairs to someone in charge	D
J. Food Service	
11. Prepare meals	A
59. Clean up soiled dishes, etc.	A
58. Clear away food	A
35. Set table	A
57. Serve food	A
151. Use the range to prepare hot foods for meals	A
31. Prepare meats for children's meals	A
10. Prepare snacks	A
242. Plan snacks	A
1. Plan meals	A
32. Prepare vegetables for children's meals	A
143. Wash off tables	A

DAY CARE MOTHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
J. Food Service (con't.)	
105. Wash dishes by hand	A
80. Prepare sandwiches for children's meals	A
54. Prepare desserts for children's meals	A
152. Use the oven for making baked goods, meats, and casseroles	A
79. Prepare soups for children's meals	A
106. Store kitchen equipment	A
130. Put away food supplies	A
56. Prepare salads for children's meals	A
55. Prepare casseroles for children's meals	A
30. Clean small electrical kitchen appliances	A
153. Use the mixer for preparing baked goods and desserts	B
81. Clean the range and/or oven	B
82. Order groceries	B
83. Inventory supplies and food	B
103. Clean/defrost the refrigerator	B
33. Prepare foods for special occasions	B
9. Plan food for special occasions	C
132. Check in food and cleaning supplies as the come	C
127. Clean/defrost the freezer	C
8. Use blender for preparing drinks, soups, and sauces	C
104. Load, unload and clean the dishwasher	D
154. Order government food commodities	-
K. Planning Goals and Activities	
137. Plan daily schedule	B
114. Plan activities to be offered every day	C
136. Evaluate plans and change them when needed	C
138. Plan special activities (field trips, animals, growing plants, etc.)	D
112. Plan goals for year's program	D
113. Help plan goals for year's program	D

DAY CARE MOTHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
L. Work with Exceptional Children	
15. Direct exceptional children in activities involving language abilities	C
37. Train exceptional children in self-help skills	C
220. Guide exceptional children in activities involving mental abilities and intellectual-emotional development	C
3. Assist exceptional children with activities involving social skills	C
36. Feed exceptional children or assist these children with mealtime activities	D
51. Report or record behavioral changes in each exceptional child	D
160. Plan special activities for children with special problems or needs	D
29. Assist professional staff in the overall evaluation of the progress of each exceptional child	D
203. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training	D
52. Handle certain clerical responsibilities involved with the exceptional child	D
M. Laundry	
224. Make beds and change bed linens	A
175. Fold laundry	A
176. Sort and prepare laundry for the washer	B
128. Load, select controls, detergents, bleaches, etc. and unload laundry from the washer	B
69. Do the ironing	B
70. Do the mending	B
129. Load, select temperature control and unload dryer	B

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
N. Regulation of Supplies and Equipment	
78. Plan for needs of center/home	B
100. Help decide needs of center/home	C
102. Make lists of supplies needed	C
210. Check/inventory first aid supplies	C
108. Order cleaning supplies	C
99. Do the bookkeeping	C
211. Order first aid supplies	C
124. Take inventory of equipment	C
101. Order equipment	D
166. Check in and deliver equipment as it arrives	D
O. Care of Sick Child	
190. Administer first aid to injured child	B
91. Supervise and comfort children isolated because of emotional upset, illness, tiredness	B
73. Give medicine and follow doctors orders about a sick child	B
74. Read a temperature thermometer	C
24. Care for a sick child	C
229. Take child to see a doctor if necessary	C
48. Select and prepare foods for a sick child	C
243. Give back rub to sick child	C
50. Keep records of sick child	D
26. Make back rest for sick child	D
49. Make bed with sick child in it	D
P. Care of Infants	
234. Change diapers and other clothing when necessary	A
235. Check infants when they cry and determine reason for crying	B
247. Carry and hold infants	B
228. Follow safety precautions when caring for infants	B
13. Feed infants	B
25. Give sponge bath to infant or a sick child	C
107. Prepare formula for babies	D

DAY CARE MOTHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
Q. Administration	
75. Answer the telephone	A
98. Answer correspondence	B
216. Keep attendance records	D
168. Keep health records of children	D
126. Establish administrative policies (fee setting, admission, hours, etc.)	D
145. Interview prospective clients	D
212. Supervise safety program/instructions for staff and students	D
195. Keep records of children's allowance sheets	D
172. Secure data and estimate costs for purchases	D
47. Cooperate in administrative staff discussion on operation and maintenance of building and grounds	D
170. Write/compile reports to various agencies/ parents/board of directors	-
53. Evaluate and supervise teaching staff	D
121. Compile individual case history of child	D
67. Supervise teachers in observing children	D
76. Train teaching staff/volunteers/student teachers	D
77. Assist with in-service training	D
122. Keep staff personnel records	D
249. Interpret social history and family background to staff	D
192. Administer insurance programs	D
238. Prepare for referral of child to other agencies	D
66. Lead staff discussion related to observing children	D
213. Schedule and allocate work for assistant teachers	D
171. Type reports to various agencies	D
194. Schedule and allocate work for teachers	D
244. Conduct staff meetings	D
245. Participate in staff meetings	D
246. Take notes (at staff meetings, etc.)	D
148. Collaborate to write proposals	-
155. Fill out reports for government hot lunch program	-

DAY CARE MOTHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
R. Work With Parents	
173. Collect fees from parents/agencies	C
185. Conduct individual parent conferences	D
184. Participate in parent conferences	D
183. Help acquaint parent with center and its program	D
237. Consult caseworker on parents problems	D
222. Participate in parent meetings	D
221. Conduct parent meetings	D
223. Write reports on contacts with parents	D
147. Conduct public tours	D
236. Write communications to parents (letters, cards, etc.)	D
S. Budgeting and Public Relations	
149. Prepare budgets	C
150. Approve budget expenditures	D
146. Interpret functions of center to community	D
T. Supervision of Non-Professional Staff	
45. Supervise cleaning service	C
46. Supervise maintenance service	D
215. Schedule and allocate work for cooks	D
230. Schedule and allocate work for volunteers	D
231. Schedule and allocate work for cleaning staff	D
232. Schedule and allocate work for maintenance personnel	D
197. Schedule and allocate work for houseparents/ resident counselors	D
193. Interview and hire prospective employees	D
214. Schedule and allocate work for aides	D
196. Schedule and allocate work for recreation director	D

DAY CARE MOTHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
U. Items not identified with Basic Clusters	
248. Feed children	A
2. Help children understand the importance of eating nourishing foods	A
27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed	B
200. Bathe children	B
84. Plan seating arrangement for children	C
28. Accept instruction and guidance from person in charge	D
34. Help children prepare foods for special occasions	D
7. Obtain regular health check ups	D
23. Sand and paint furniture	D
174. Keep records of clothing used by children	D
250. Supervise case aides working with parents	D

TASKS PERFORMED BY FOSTER PARENTS ARRANGED IN CLUSTERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks[a]
A. Socialization of the Child	
140. Show an interest in what the children are doing	B
117. Answer questions with simple explanations	B
68. Maintain discipline to prevent children from harming themselves and others	B
12. Help children develop good table manners	B
198. Supervise snack time and/or mealtime	B
186. Assist child in developing positive attitudes toward sharing with others	B
157. Listen to what child says about his creative work	B
139. Set limits for child to follow	B
93. Help child learn acceptable behavior patterns	B
187. Sit with children and encourage conversation	B
165. Encourage development of child's curiosity	B
163. Settle arguments	B
164. Stimulate children's play	B
87. Assist children with group play	C
201. Choose books for daily reading or storytelling	C
16. Adhere to rules about use (e.g. only two children at a time) of equipment	C
B. Handling Special Behavioral Situations	
86. Assist children individually	B
44. Observe children for special behavior patterns and responses	B
141. Handle temper tantrums	B
C. Broadening Child's Concepts and Imagination	
116. Talk and listen to children	A
14. Encourage children to try new foods	B
39. Provide other materials (dishes, telephone, broom, etc.) when child requests them	C
42. Develop imaginative play equipment	C
63. Help children notice sizes and shapes of blocks	C

[a]An A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
D. Supervision of Play and Routine Activities	
177. Select children's clothing appropriate for temperature and activity	B
227. Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children	B
115. Assist children in developing good housekeeping habits	B
233. Help children to clean-up	B
179. Supervise bathroom procedures (toileting, washing, personal grooming, etc.)	B
60. Supervise outdoor play	B
178. Supervise rest time	B
156. Help children dress and undress	C
110. Read or tell stories	C
38. Supervise manipulative play (puzzles, wood-working, etc.)	C
111. Select and play recorded music	C
41. Help children learn how to turn pages	C
40. Help children put on and take off dress-up clothes	C
62. Teach and lead singing and rhythmic activity	C
85. Supervise dramatic play activities (blockbuilding, housekeeping, play, etc.)	C
64. Help children put blocks away	D
109. Supervise special activities (field trips, animals, etc.)	D
188. Participate in teacher-directed activites (rhythm, songs, etc.)	D
E. Daily Involvement of Children and Parents	
167. Identify child's state of health during daily inspections	B
218. Welcome children when they arrive	C
217. Help the children learn the established routines	C
189. Report accidents, signs of illness and discomfort in children and other important happenings	C
92. Assist children in developing a sense of "belonging" in the center	C
169. Make observations/reports for use by administrators/director	C
204. Talk informally with parents	C
208. Learn children's names as soon as possible	D
205. Answer parents' questions	D
219. Distribute materials to be taken home	D

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
F. Daily Communication and Emergencies	
118. Run errands	B
97. Take messages	B
123. Greet guests	C
191. Help in time of emergencies	C
206. Contact parents in emergency or illness	D
199. Introduce new child to center	D
G. Management of Creative Activities	
18. Arrange materials and equipment so they are ready for use	C
20. Improvise play materials and activities	C
43. Help children make things to play with	C
61. Supervise creative activities (painting, playing with clay, crafts, etc.)	C
89. Get crayons and paper ready	C
202. Help children with their nature and science experiences	C
88. Show children how to use scissors	C
65. Arrange books on table for children's use	D
5. Repair books	-
19. Help keep supplies readily available for teacher and children	D
180. Put child's name on his art work	D
134. At the end of the day, clean paint brushes	D
251. Prepare art materials (paint, dough, clay, etc.)	D
17. Help children learn to use hammer, saws, etc. for craft activities	D
133. Prepare paper or table top for painting	D
162. Prepare bulletin boards	-
159. Write child's story about a picture if requested	D
90. Encourage experimentation with paint	D
161. Make learning aids (charts, flannel boards)	D
135. Help put on and remove painting aprons or shirts	D
182. Put paper on the floor under the easels	D
158. Help child remove painting from easel and set aside to dry	D
181. Put newsprint on easels for painting	D

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
H. Household Maintenance	
22. Dispose of wastes	A
72. Do the vacuuming	B
71. Do the dusting	B
131. Put away cleaning supplies	B
96. Clean and wax floor	C
95. Polish furniture	C
120. Clean and straighten cabinets/cupboards/shelves	C
142. Clean storage area	C
94. Clean mirrors and windows	C
119. Wash walls and woodwork	C
I. Care of Toys, Equipment, Plants, and Animals	
21. Store equipment and materials in appropriate places indoors	B
4. Gather equipment and materials for activities	C
239. Feed animals and/or water plants	C
207. Arrange and rearrange furniture/cribs	C
6. Report any needed equipment repairs to someone in charge	C
225. Wash toys and equipment (blocks, dolls, puzzles, etc.)	C
240. Wash doll clothing, dress-up clothing, towels, rest mats, etc.	D
241. Make repairs or replace parts on play equipment	D
209. Fold and put away rugs/cribs	D
144. Clean outdoor equipment	D
125. Set up and put away outdoor equipment	D
226. Clean animal cages, pens, or containers	D
J. Food Service	
1. Plan meals	A
11. Prepare meals	A
59. Clean up soiled dishes, etc.	B
151. Use the range to prepare hot foods for meals	B
31. Prepare meats for children's meals	B
32. Prepare vegetables for children's meals	B
57. Serve food	B
58. Clear away food	B
105. Wash dishes by hand	B
35. Set table	B
30. Clean small electrical kitchen appliances	B

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
J. Food Service (con't.)	
56. Prepare salads for children's meals	B
152. Use the oven for making baked goods, meats, and casseroles	B
242. Plan snacks	B
143. Wash off tables	B
153. Use the mixer for preparing baked goods and desserts	B
10. Prepare snacks	B
130. Put away food supplies	B
106. Store kitchen equipment	B
54. Prepare desserts for children's meals	B
80. Prepare sandwiches for children's meals	B
82. Order groceries	B
83. Inventory supplies and food	C
55. Prepare casseroles for children's meals	C
81. Clean the range and/or oven	C
79. Prepare soups for children's meals	C
103. Clean/defrost the refrigerator	C
33. Prepare foods for special occasions	C
9. Plan food for special occasions	C
132. Check in food and cleaning supplies as they come	C
8. Use blender for preparing drinks, soups, and sauces	C
127. Clean/defrost the freezer	D
104. Load, unload and clean the dishwasher	D
154. Order government food commodities	-
K. Planning Goals and Activities	
137. Plan daily schedule	B
136. Evaluate plans and change them when needed	C
138. Plan special activities (field trips, animals, growing plants, etc.)	D
114. Plan activities to be offered every day	D
112. Plan goals for year's program	D
113. Help plan goals for year's program	D

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
L. Work with Exceptional Children	
36. Feed exceptional children or assist these children with mealtime activities	C
37. Train exceptional children in self-help skills	C
15. Direct exceptional children in activities involving language abilities	C
3. Assist exceptional children with activities involving social skills	C
203. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training	D
160. Plan special activities for children with special problems or needs	D
220. Guide exceptional children in activities involving mental abilities and intellectual-emotional development	D
51. Report or record behavioral changes in each exceptional child	D
29. Assist professional staff in the overall evaluation of the progress of each exceptional child	D
52. Handle certain clerical responsibilities involved with the exceptional child	D
M. Laundry	
224. Make beds and change bed linens	A
176. Sort and prepare laundry for the washer	B
175. Fold laundry	B
128. Load, select controls, detergents, bleaches, etc. and unload laundry from the washer	B
129. Load, select temperature control, and unload dryer	B
70. Do the mending	B
69. Do the ironing	C

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
N. Regulation of Supplies and Equipment	
100. Help decide needs of center/home	C
108. Order cleaning supplies	C
102. Make lists of supplies needed	C
99. Do the bookkeeping	C
211. Order first aid supplies	C
210. Check/inventory first aid supplies	C
78. Plan for needs of center/home	C
101. Order equipment	D
124. Take inventory of equipment	D
166. Check in and deliver equipment as it arrives	D
O. Care of Sick Child	
229. Take child to see a doctor of necessary	C
74. Read a temperature thermometer	C
24. Care for sick child	C
73. Give medicine and follow doctors orders about a sick child	C
190. Administer first aid to injured child	C
48. Select and prepare foods for a sick child	C
91. Supervise and comfort children isolated because of emotional upset, illness, tiredness	D
49. Make bed with sick child in it	D
50. Keep records of sick child	D
243. Give back rub to sick child	D
26. Make back rest for sick child	D
P. Care of Infants	
234. Change diapers and other clothing when necessary	B
235. Check infants when they cry and determine reason for crying	B
13. Feed infants	B
228. Follow safety precautions when caring for infants	B
247. Carry and hold infants	B
25. Give sponge bath to infant or a sick child	C
107. Prepare formula for babies	C

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
Q. Administration	
75. Answer the telephone	B
98. Answer correspondence	C
168. Keep health records of children	D
245. Participate in staff meetings	D
238. Prepare for referral of child to other agencies	D
195. Keep records of children's allowance sheets	D
246. Take notes (at staff meetings, etc.)	D
172. Secure data and estimate costs for purchases	D
121. Compile individual case history of child	D
77. Assist with in-service training	D
170. Write/compile reports to various agencies/ parents/board of directors	D
212. Supervise safety program/instructions for staff and students	D
213. Schedule and allocate work for assistant teachers	D
216. Keep attendance records	D
66. Lead staff discussion related to observing children	D
47. Cooperate in administrative staff discussion on operation and maintenance of building and grounds	D
171. Type reports to various agencies	D
244. Conduct staff meetings	D
53. Evaluate and supervise teaching staff	D
126. Establish administrative policies (fee setting, admission, hours, etc.)	D
148. Collaborate to write proposals	D
192. Administer insurance programs	D
76. Train teaching staff/volunteers/student teachers	-
67. Supervise teachers in observing children	-
145. Interview prospective clients	-
194. Schedule and allocate work for teachers	-
249. Interpret social history and family background to staff	-
122. Keep staff personnel records	-
155. Fill out reports for government hot lunch program	-

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
R. Work With Parents	
173. Collect fees from parents/agencies	D
237. Consult caseworker on parents problems	D
236. Write communications to parents (letters, cards, etc.)	D
184. Participate in parent conferences	D
222. Participate in parent meetings	D
185. Conduct individual parent conferences	D
223. Write reports on contacts with parents	D
183. Help acquaint parents with center and its program	D
147. Conduct public tours	D
221. Conduct parent meetings	D
S. Budgeting and Public Relations	
149. Prepare budgets	D
150. Approve budget expenditures	D
146. Interpret functions of center to community	D
T. Supervision of Non-Professional Staff	
45. Supervise cleaning service	D
46. Supervise maintenance staff	D
230. Schedule and allocate work for volunteers	D
232. Schedule and allocate work for maintenance personnel	D
214. Schedule and allocate work for aides	-
231. Schedule and allocate work for cleaning staff	-
197. Schedule and allocate work for houseparents/ resident counselors	-
193. Interview and hire prospective employees	-
196. Schedule and allocate work for recreation director	-
215. Schedule and allocate work for cooks	-

FOSTER PARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
U. Items not Identified with Basic Clusters	
2. Help children understand the importance of eating nourishing foods	B
200. Bathe children	B
27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed	B
248. Feed children	B
34. Help children prepare foods for special occasions	C
28. Accept instruction and guidance from person in charge	C
7. Obtain regular health check ups	D
84. Plan seating arrangement for children	D
174. Keep records of clothing used by children	D
23. Sand and paint furniture	D
250. Supervise case aides working with parents	-

TASKS PERFORMED BY HOUSEPARENTS ARRANGED IN CLUSTERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks[a]
A. Socialization of the Child	
140. Show an interest in what the children are doing	A
117. Answer questions with simple explanations	A
93. Help child learn acceptable behavior patterns	A
187. Sit with children and encourage conversation	A
198. Supervise snack time and/or mealtime	A
139. Set limits for child to follow	A
186. Assist child in developing positive attitudes toward sharing with others	A
157. Listen to what child says about his creative work	A
12. Help children develop good table manners	A
68. Maintain discipline to prevent children from harming themselves and others	A
163. Settle arguments	A
165. Encourage development of child's curiosity	A
16. Adhere to rules about use (e.g. only two children at a time) of equipment	B
164. Stimulate children's play	B
87. Assist children with group play	B
201. Choose books for daily reading or storytelling	C
B. Handling Special Behavioral Situations	
44. Observe children for special behavior patterns and responses	A
141. Handle temper tantrums	A
86. Assist children individually	A
C. Broadening Child's Concepts and Imagination	
116. Talk and listen to children	A
14. Encourage children to try new foods	B
39. Provide other materials (dishes, telephone, broom, etc.) when child requests them	B
63. Help children notice sizes and shapes of blocks	D
42. Develop imaginative play equipment	D

[a]An A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
D. Supervision of Play and Routine Activities	
115. Assist children in developing good housekeeping habits	A
233. Help children to clean-up	A
227. Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children	A
60. Supervise outdoor play	B
179. Supervise bathroom procedures (toileting, washing, personal grooming, etc.)	B
38. Supervise manipulative play (puzzles, woodworking, etc.)	C
178. Supervise rest time	C
177. Select children's clothing appropriate for temperature and activity	C
109. Supervise special activities (field trips, animals, etc.)	C
110. Read or tell stories	C
156. Help children dress and undress	C
85. Supervise dramatic play activities (blockbuilding, housekeeping, play, etc.)	C
111. Select and play recorded music	C
62. Teach and lead singing and rhythmic activity	D
40. Help children to put on and take off dress-up clothes	D
64. Help children put blocks away	D
41. Help children learn how to turn pages	D
188. Participate in teacher-directed activities (rhythm, songs, etc.)	D
E. Daily Involvement of Children and Parents	
92. Assist children in developing a sense of "belonging" in the center	A
217. Help the children learn the established routines	A
189. Report accidents, signs of illness and discomfort in children and other important happenings	A
208. Learn children's names as soon as possible	B
218. Welcome children when they arrive	B
169. Make observations/reports	B
167. Identify child's state of health during daily inspections	B
204. Talk informally with parents	B
205. Answer parents' questions	C
219. Distribute materials to be taken home	C

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
F. Daily Communication and Emergencies	
97. Take messages	A
118. Run errands	A
123. Greet guests	B
191. Help in time of emergencies	B
199. Introduce new child to center	C
206. Contact parents in emergency or illness	D
G. Management of Creative Activities	
18. Arrange materials and equipment so they are ready for use	B
61. Supervise creative activities (painting, playing with clay, crafts, etc.)	B
20. Improvise play materials and activities	B
19. Help keep supplies readily available for teacher and children	C
202. Help children with their nature and science experiences	C
162. Prepare bulletin boards	C
43. Help children make things to play with	C
17. Help children learn to use hammer, saws, etc. for craft activities	C
89. Get crayons and paper ready	C
90. Encourage experimentation with paint	D
251. Prepare art materials(paint, dough, clay, etc.)	D
65. Arrange books on table for children's use	D
88. Show children how to use scissors	D
161. Make learning aids (charts, flannel boards)	D
180. Put child's name on his art work	D
134. At the end of the day, clean paint brushes	D
133. Prepare paper or table top for painting	D
5. Repair books	D
158. Help child remove painting from easel and set aside to dry	D
159. Write child's story about a picture if requested	D
135. Help put on and remove painting aprons or shirts	D
181. Put newsprint on easels for painting	D
182. Put paper on the floor under the easels	D

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
H. Household Maintenance	
22. Dispose of wastes	A
131. Put away cleaning supplies	B
120. Clean and straighten cabinets/cupboards/shelves	C
142. Clean storage area	C
71. Do the dusting	C
94. Clean mirrors and windows	C
95. Polish furniture	C
72. Do the vacuuming	C
119. Wash walls and woodwork	C
96. Clean and wax floor	D
I. Care of Toys, Equipment, Plants, and Animals	
21. Store equipment and materials in appropriate places indoors	B
6. Report any needed equipment repairs to someone in charge	B
4. Gather equipment and materials for activities	B
207. Arrange and rearrange furniture/cribs	C
239. Feed animals and/or water plants	C
209. Fold and put away rugs/cribs	C
241. Make repairs or replace parts on play equipment	C
125. Set up and put away outdoor equipment	D
225. Wash toys and equipment (blocks, dolls, puzzles, etc.)	D
144. Clean outdoor equipment	D
240. Wash doll clothing, dress-up clothing, towels, rest mats, etc.	D
226. Clean animal cages, pens, or containers	D
J. Food Service	
143. Wash off tables	B
57. Serve food	B
10. Prepare snacks	B
242. Plan snacks	B
11. Prepare meals	B
58. Clear away food	B
105. Wash dishes by hand	B
32. Prepare vegetables for children's meals	B
151. Use the range to prepare hot foods for meals	B

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
J. Food Service (con't.)	
31. Prepare meats for children's meals	C
56. Prepare salads for children's meals	C
54. Prepare desserts for children's meals	C
1. Plan meals	C
35. Set table	C
80. Prepare sandwiches for children's meals	C
59. Clean up soiled dishes, etc.	C
152. Use the oven for making baked goods, meats, and casseroles	C
55. Prepare casseroles for children's meals	C
79. Prepare soups for children's meals	C
82. Order groceries	C
30. Clean small electrical kitchen appliances	C
130. Put away food supplies	C
9. Plan food for special occasions	C
33. Prepare food for special occasions	C
83. Inventory supplies and food	C
153. Use the mixer for preparing baked goods and desserts	C
106. Store kitchen equipment	C
132. Check in food and cleaning supplies as they come	C
81. Clean the range and/or oven	C
103. Clean/defrost the freezer	C
104. Load, unload and clean the dishwasher	C
127. Clean/defrost the freezer	D
8. Use blender for preparing drinks, soups, and sauces	D
154. Order government food commodities	D
K. Planning Goals and Activities	
136. Evaluate plans and change them when needed	B
137. Plan daily schedule	B
114. Plan activities to be offered every day	C
138. Plan special activities (field trips, animals, growing plants, etc.)	C
113. Help plan goal's for year's program	C
112. Plan goals for year's program	D

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
L. Work with Exceptional Children	
51. Report or record behavioral changes in each exceptional child	B
29. Assist professional staff in the overall evaluation of the progress of each exceptional child	B
3. Assist exceptional children with activities involving social skills	B
220. Guide exceptional children in activities involving mental abilities and intellectual-emotional development	B
160. Plan special activities for children with special problems or needs	C
15. Direct exceptional children in activities involving language abilities	C
37. Train exceptional children in self-help skills	C
52. Handle certain clerical responsibilities involved with the exceptional child	C
36. Feed exceptional children or assist these children with mealtime activities	C
203. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training	C
M. Laundry	
129. Load, select temperature control, and unload dryer	B
175. Fold laundry	B
176. Sort and prepare laundry for the washer	C
128. Load, select controls, detergents, bleaches, etc. and unload laundry from the washer	C
224. Make beds and change bed linens	C
70. Do the mending	C
69. Do the ironing	D

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
N. Regulation of Supplies and Equipment	
102. Make lists of supplies needed	B
100. Help decide needs of center/home	B
78. Plan for needs of center/home	B
210. Check/inventory first aid supplies	C
108. Order cleaning supplies	C
211. Order first aid supplies	C
101. Order equipment	C
166. Check in and deliver equipment as it arrives	D
124. Take inventory of equipment	D
99. Do the bookkeeping	D
O. Care of Sick Child	
73. Give medicine and follow doctors orders about a sick child	A
91. Supervise and comfort children isolated because of emotional upset, illness, tiredness	A
190. Administer first aid to injured child	B
74. Read a temperature thermometer	B
24. Care for sick child	B
229. Take child to see a doctor if necessary	C
50. Keep records of sick child	C
48. Select and prepare foods for a sick child	C
243. Give back rub to sick child	D
49. Make bed with sick child in it	D
26. Make back rest for sick child	D
P. Care of Infants	
234. Change diapers and other clothing when necessary	D
228. Follow safety precautions when caring for infants	D
25. Give sponge bath to infants or a sick child	D
235. Check infants when they cry and determine reason for crying	D
13. Feed infants	D
247. Carry and hold infants	D
107. Prepare formula for babies	-

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
Q. Administration	
75. Answer the telephone	A
245. Participate in staff meetings	B
246. Take notes (at staff meetings, etc.)	C
168. Keep health records of children	C
47. Cooperate in administrative staff discussion on operation and maintenance of building and grounds	C
195. Keep records of children's allowance sheets	C
66. Lead staff discussion related to observing children	C
98. Answer correspondence	C
77. Assist with in-service training	D
216. Keep attendance records	D
121. Compile individual case history of child	D
249. Interpret social history and family background to staff	D
212. Supervise safety program/instructions for staff and students	D
172. Secure data and estimate costs for purchases	D
122. Keep staff personnel records	D
148. Collaborate to write proposals	D
76. Train teaching staff/volunteers/student teachers	D
238. Prepare for referral of child to other agencies	D
126. Establish administrative policies (fee setting, admission, hours, etc.)	D
145. Interview prospective clients	D
244. Conduct staff meetings	D
213. Schedule and allocate work for assistant teachers	D
170. Write/compile reports to various agencies/parents board of directors	D
53. Evaluate and supervise teaching staff	D
194. Schedule and allocate work for teaching	D
67. Supervise teachers in observing children	D
171. Type reports to various agencies	D
192. Administer insurance programs	-
155. Fill out reports for government hot lunch program	-

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
R. Work With Parents	
237. Consult caseworker on parents problems	C
183. Help acquaint parent with center and its program	C
184. Participate in parent confernces	D
222. Participate in parent meetings	D
147. Conduct public tours	D
223. Write reports on contacts with parents	D
236. Write communications to parents (letters, cards, etc.)	D
173. Collect fees from parents/agencies	D
185. Conduct individual parent conferences	D
221. Conduct parent meetings	D
S. Budgeting and Public Relations	
146. Interpret functions of center to community	D
150. Approve budget expenditures	D
149. Prepare budgets	D
T. Supervision of Non-Professional Staff	
45. Supervise cleaning service	B
197. Schedule and allocate work for houseparents/ resident counselors	C
231. Schedule and allocate work for cleaning staff	D
230. Schedule and allocate work for volunteers	D
232. Schedule and allocate work for maintenance personnel	D
214. Schedule and allocate work for aides	D
46. Supervise maintenance staff	D
196. Schedule and allocate work for recreation director	D
193. Interview and hire prospective employees	D
215. Schedule and allocate work for cooks	D

HOUSEPARENTS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
U. Items Not Identified With Basic Clusters	
27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed	A
28. Accept instruction and guidance from person in charge	A
2. Help children understand the importance of eating nourishing foods	B
174. Keep records of clothing used by children	C
34. Help children prepare foods for special occasions	C
7. Obtain regular health check ups	C
248. Feed children	C
84. Plan seating arrangement for children	D
200. Bathe children	D
23. Sand and paint furniture	D
250. Supervise case aides working with parents	-

TASKS PERFORMED BY
NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS ARRANGED IN CLUSTERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks[a]
A. Socialization of the Child	
140. Show an interest in what the children are doing	A
117. Answer questions with simple explanations	A
157. Listen to what child says about his creative work	A
68. Maintain discipline to prevent children from harming themselves and others	A
93. Help child learn acceptable behavior patterns	A
187. Sit with children and encourage conversation	A
165. Encourage development of child's curiosity	A
87. Assist children with group play	A
164. Stimulate children's play	A
186. Assist child in developing positive attitudes toward sharing with others	A
16. Adhere to rules about use (e.g. only two children at a time) of equipment	A
12. Help children develop good table manners	A
163. Settle arguments	A
198. Supervise snack time and/or mealtime	A
139. Set limits for child to follow	A
201. Choose books for daily reading or storytelling	A
B. Handling Special Behavioral Situations	
86. Assist children individually	A
44. Observe children for special behavior patterns and responses	A
141. Handle temper tantrums	A
C. Broadening Child's Concepts and Imagination	
116. Talk and listen to children	A
39. Provide other materials (dishes, telephone, broom, etc.) when child requests them	A
63. Help children notice sizes and shapes of blocks	A
42. Develop imaginative play equipment	B
14. Encourage children to try new foods	B

[a]An A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
D. Supervision of Play and Routine Activities	
227. Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children	A
38. Supervise manipulative play (puzzles, woodworking, etc.)	A
233. Help children to clean-up	A
115. Assist children in developing good housekeeping habits	A
188. Participate in teacher-directed activities (rhythm, songs, etc.)	A
64. Help children put blocks away	A
85. Supervise dramatic play activities (block-building, housekeeping, play, etc.)	A
110. Read or tell stories	A
62. Teach and lead singing and rhythmic activity	A
60. Supervise outdoor play	A
179. Supervise bathroom procedures (toileting, washing, personal grooming, etc.)	A
40. Help children put on and take off dress-up clothes	A
111. Select and play recorded music	A
156. Help children dress and undress	B
41. Help children learn how to turn pages	B
178. Supervise rest time	B
109. Supervise special activities (field trips, animals, etc.)	B
177. Select children's clothing appropriate for temperature and activity	D
E. Daily Involvement of Children and Parents	
92. Assist children in developing a sense of "belonging" in the center	A
217. Help the children learn the established routines	A
218. Welcome the children when they arrive	A
219. Distribute materials to be taken home	A
204. Talk informally with parents	A
205. Answer parents' questions	A
189. Report accidents, signs of illness and discomfort in children and other important happenings	A
208. Learn children's names as soon as possible	B
167. Identify child's state of health during daily inspections	B
169. Make observations/reports for use by administrators/directors	C

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACH

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
	Perfo
F. Daily Communication and Emergencies	
97. Take messages	B
123. Greet guests	B
191. Help in time of emergencies	B
118. Run errands	B
206. Contact parents in emergency or illness	B
199. Introduce new child to center	C
G. Management of Creative Activities	
61. Supervise creative activities (painting, playing with clay, crafts, etc.)	A
18. Arrange materials and equipment so they are ready to use	A
19. Help keep supplies readily available for teacher and children	A
180. Put child's name on his art work	A
89. Get crayons and paper ready	A
20. Improvise play materials and activities	A
65. Arrange books on table for children's use	A
88. Show children how to use scissors	A
202. Help children with their nature and science experiences	A
90. Encourage experimentation with paint	B
158. Help child remove painting from easel and set aside to dry	B
181. Put newsprint on easels for painting	B
251. Prepare art materials (paint, dough, clay, etc.)	B
135. Help put on and remove painting aprons or shirts	B
43. Help children make things to play with	B
133. Prepare paper or table top for painting	B
134. At the end of the day, clean paint brushes	B
161. Make learning aids (charts, flannel boards)	B
182. Put paper on the floor under the easels	B
17. Help children learn to use hammer, saws, etc. for craft activities	B
159. Write child's story about a picture if requested	C
162. Prepare bulletin boards	C
5. Repair books	C

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
H. Household Maintenance	
22. Dispose of wastes	A
120. Clean and straighten cabinets/cupboards/shelves	B
142. Clean storage area	C
131. Put away cleaning supplies	C
94. Clean mirrors and windows	D
71. Do the dusting	D
72. Do the vacuuming	D
95. Polish furniture	D
119. Wash walls and woodwork	D
96. Clean and wax floor	D
I. Care of Toys, Equipment, Plants, and Animals	
21. Store equipment and materials in appropriate places indoors	A
4. Gather equipment and materials for activities	A
6. Report any needed equipment repairs to someone in charge	B
239. Feed animals and/or water plants	B
241. Make repairs or replace parts on play equipment	C
207. Arrange and rearrange furniture/cribs	C
240. Wash doll clothing, dress-up clothing, towels, rest mats, etc.	C
209. Fold and put away rugs/cribs	C
125. Set up and put away outdoor equipment	C
225. Wash toys and equipment (blocks, dolls, puzzles, etc.)	C
226. Clean animal cages, pens, or containers	C
144. Clean outdoor equipment	D
J. Food Service	
143. Wash off tables	B
57. Serve food	B
10. Prepare snacks	B
58. Clear away food	C
59. Clean up soiled dishes, etc.	C
242. Plan snacks	C
35. Set table	C
105. Wash dishes by hand	C
83. Inventory supplies and food	C
9. Plan food for special occasions	C
33. Prepare foods for special occasions	C
130. Put away food supplies	C

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Tash Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
J. Food Service (con't.)	
82. Order groceries	D
132. Check in food and cleaning supplies as they come	D
106. Store kitchen equipment	D
30. Clean small electrical kitchen appliances	D
152. Use the oven for making baked goods, meats, and casseroles	D
151. Use the range to prepare hot foods for meals	D
153. Use the mixer for preparing baked goods and desserts	D
1. Plan meals	D
11. Prepare meals	D
54. Prepare desserts for children's meals	D
103. Clean/defrost the refrigerator	D
32. Prepare vegetables for children's meals	D
104. Load, unload and clean the dishwasher	D
8. Use blender for preparing drinks, soups, and sauces	D
80. Prepare sandwiches for children's meals	D
79. Prepare soups for children's meals	D
31. Prepare meats for children's meals	D
127. Clean/defrost the freezer	D
55. Prepare casseroles for children's meals	D
56. Prepare salads for children's meals	D
81. Clean the range and/or oven	D
154. Order government food commodities	D
K. Planning Goals and Activities	
137. Plan daily schedule	A
136. Evaluate plans and change them when needed	B
114. Plan activities to be offered every day	B
138. Plan special activities (field trips, animals, growing plants, etc.)	B
113. Help plan goals for year's program	C
112. Plan goals for year's program	C

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
L. Work with Exceptional Children	
3. Assist exceptional children with activities involving social skills	B
320. Guide exceptional children in activities involving mental abilities and intellectual-emotional development	B
15. Direct exceptional children in activities involving language abilities	B
160. Plan special activities for children with special problems or needs	B
29. Assist professional staff in the overall evaluation of the progress of each exceptional child	B
203. Assist exceptional children in activities involving motor control, motor coordination and perceptual motor training	B
37. Train exceptional children in self-help skills	B
51. Report or record behavioral changes in each exceptional child	C
52. Handle certain clerical responsibilities involved with the exceptional child	C
36. Feed exceptional children or assist these children with mealtime activities	D
M. Laundry	
175. Fold laundry	D
176. Sort and prepare laundry for the washer	D
70. Do the mending	D
128. Load, select controls, detergents, bleaches, etc. and unload laundry from the washer	D
129. Load, select temperature control, and unload dryer	D
224. Make beds and change bed linens	D
69. Do the ironing	D

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
N. Regulation of Supplies and Equipment	
100. Help decide needs of center/home	B
78. Plan for needs of center/home	B
102. Make lists of supplies needed	C
101. Order equipment	C
99. Do the bookkeeping	C
166. Check in and deliver equipment as it arrives	C
210. Check/inventory first aid supplies	C
124. Take inventory of equipment	C
108. Order cleaning supplies	D
211. Order first aid supplies	D
O. Care of Sick Child	
91. Supervise and comfort children isolated because of emotional upset, illness, tiredness	B
190. Administer first aid to injured child	B
24. Care for sick child	B
73. Give medicine and follow doctor's orders about a sick child	D
229. Take child to see a doctor if necessary	D
243. Give back rub to sick child	D
74. Read a temperature thermometer	D
50. Keep records of sick child	D
26. Make back rest for sick child	D
48. Select and prepare foods for a sick child	D
49. Make bed with sick child in it.	D
P. Care of Infants	
234. Change diapers and other clothing when necessary	C
228. Follow safety precautions when caring for infants	D
235. Check infants when they cry and determine reason for crying	D
247. Carry and hold infants	D
13. Feed infants	D
25. Give sponge bath to infant or a sick child	D
107. Prepare formula for babies	-

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
Q. Administration	
75. Answer the telephone	A
216. Keep attendance records	B
66. Lead staff discussion related to observing children	B
213. Schedule and allocate work for assistant teachers	C
245. Participate in staff meetings	C
76. Train teaching staff/volunteers/student teachers	C
53. Evaluate and supervise teaching staff	C
67. Supervise teachers in observing children	C
98. Answer correspondence	C
47. Cooperate in administrative staff discussion on operation and maintenance of buildings and grounds	C
194. Schedule and allocate work for teachers	C
77. Assist with in-service training	C
121. Compile individual case history of child	C
244. Conduct staff meetings	C
246. Take notes (at staff meetings, etc.)	C
212. Supervise safety program/instructions for staff and students	C
145. Interview prospective clients	C
172. Secure data and estimate costs for purchases	C
170. Write/compile reports to various agencies/ parents/board of directors	C
168. Keep health records of children	C
249. Interpret social history and family background to staff	D
126. Establish administrative policies (fee setting, admission, hours, etc.)	D
122. Keep staff personnel records	D
238. Prepare for referral of child to other agencies	D
148. Collaborate to write proposals	D
171. Type reports to various agencies	D
192. Administer insurance programs	D
195. Keep records of children's allowance sheets	D
155. Fill out reports for government hot lunch program	D

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
R. Work With Parents	
183. Help acquaint parent with center and its program	B
236. Write communications to parents (letters, cards, etc.)	C
184. Participate in parent conferences	C
173. Collect fees from parents/agencies	C
185. Conduct individual parent conferences	C
222. Participate in parent meetings	C
147. Conduct public tours	D
223. Write reports on contacts with parents	D
221. Conduct parent meetings	D
237. Consult caseworker on parents problems	D
S. Budgeting and Public Relations	
146. Interpret functions of center to community	C
150. Approve budget expenditures	D
149. Prepare budgets	D
T. Supervision of Non-Professional Staff	
45. Supervise cleaning service	C
214. Schedule and allocate work for aides	C
230. Schedule and allocate work for volunteers	C
46. Supervise maintenance service	C
231. Schedule and allocate work for cleaning staff	D
193. Interview and hire prospective employees	D
232. Schedule and allocate work for maintenance personnel	D
196. Schedule and allocate work for recreation director	D
215. Schedule and allocate work for cooks	D
197. Schedule and allocate work for houseparents/ resident counselors	D

NURSERY SCHOOL/DAY CARE CENTER DIRECTOR/TEACHERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
U. Items Not Identified With Basic Clusters	
27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed	A
2. Help children understand the importance of eating nourishing foods	B
28. Accept instruction and guidance from person in charge	B
84. Plan seating arrangement for children	C
34. Help children prepare foods for special occasions	C
7. Obtain regular health check ups	C
248. Feed children	D
23. Sand and paint furniture	D
174. Keep records of clothing used by children	D
250. Supervise case aides working with parents	D
200. Bathe children	D

TASKS PERFORMED BY
NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT
ARRANGED IN CLUSTERS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks[a]
A. Socialization of the Child	
117. Answer questions with simple explanations	A
87. Assist children with group play	A
140. Show an interest in what the children are doing	A
186. Assist child in developing positive attitudes toward sharing with others	A
157. Listen to what child says about his creative work	A
165. Encourage development of child's curiosity	A
68. Maintain discipline to prevent children from harming themselves and others	A
93. Help child learn acceptable behavior patterns	A
187. Sit with children and encourage conversation	A
164. Stimulate children's play	A
163. Settle arguments	A
198. Supervise snack time and/or mealtime	A
16. Adhere to rules about use (e.g. only two children at a time) of equipment	A
12. Help children develop good table manners	A
139. Set limits for child to follow	B
201. Choose books for daily reading or storytelling	B
B. Handling Special Behavioral Situations	
86. Assist children individually	A
44. Observe children for special behavior patterns and responses	A
141. Handle temper tantrums	B
C. Broadening Child's Concepts and Imagination	
116. Talk and listen to children	A
63. Help children notice sizes and shapes of blocks	A
39. Provide other materials (dishes, telephone, broom, etc.) when child requests them	B
14. Encourage children to try new foods	B
42. Develop imaginative play equipment	B

[a]An A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
D. Supervision of Play and Routine Activities	
233. Help children to clean-up	A
188. Participate in teacher-directed activities (rhythm, songs, etc.)	A
64. Help children put blocks away	A
60. Supervise outdoor play	A
85. Supervise dramatic play activities (blockbuilding, housekeeping, play, etc.)	A
156. Help children dress and undress	A
38. Supervise manipulative play (puzzles, woodworking, etc.)	A
115. Assist children in developing good housekeeping habits	A
227. Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children	A
179. Supervise bathroom procedures (toileting, washing, personal grooming, etc.)	B
110. Read or tell stories	B
62. Teach and lead singing and rhythmic activity	B
40. Help children put on and take off dress-up clothes	B
41. Help children learn how to turn pages	B
111. Select and play recorded music	B
178. Supervise rest time	B
109. Supervise special activities (field trips, animals, etc.)	C
177. Select children's clothing appropriate for temperature and activity	D
E. Daily Involvement of Children and Parents	
92. Assist children in developing a sense of "belonging" in the center	A
218. Welcome children when they arrive	A
217. Help the children learn the established routines	A
208. Learn children's names as soon as possible	A
219. Distribute materials to be taken home	A
189. Report accidents, signs of illness and discomfort in children and other important happenings	A
204. Talk informally with parents	B
205. Answer parent's questions	B
167. Identify child's state of health during daily inspections	C
169. Make observations/reports for use by administrators/director	D

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
F. Daily Communication and Emergencies	
191. Help in time of emergencies	B
97. Take messages	B
123. Greet guests	C
118. Run errands	C
206. Contact parents in emergency or illness	C
199. Introduce new child to center	C
G. Management of Creative Activities	
180. Put child's name on his art work	A
89. Get crayons and paper ready	A
61. Supervise creative activities (painting, playing with clay, crafts, etc.)	A
18. Arrange materials and equipment so they are ready for use	A
88. Show children how to use scissors	B
20. Improvise play materials and activities	B
19. Help keep supplies readily available for teacher and children	B
135. Help put on and remove painting aprons or shirts	B
202. Help children with their nature and science experiences	B
158. Help child remove painting from easel and set aside to dry	B
251. Prepare art materials (paint, dough, clay, etc.)	B
133. Prepare paper or table top for painting	B
43. Help children make things to play with	B
90. Encourage experimentation with paint	B
65. Arrange books on table for children's use	B
181. Put newsprint on easels for painting	B
17. Help children learn to use hammer, saws, etc. for craft activities	B
134. At the end of the day, clean paint brushes	B
182. Put paper on the floor under the easels	C
159. Write child's story about a picture if requested	C
5. Repair books	C
161. Make learning aids (charts, flannel boards)	C
162. Prepare bulletin boards	D

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
H. Household Maintenance	
22. Dispose of wastes	B
120. Clean and straighten cabinets/cupboards/shelves	C
142. Clean storage area	D
71. Do the dusting	D
94. Clean mirrors and windows	D
131. Put away cleaning supplies	D
95. Polish furniture	D
96. Clean and wax floor	D
119. Wash walls and woodwork	D
72. Do the vacuuming	D
I. Care of Toys, Equipment, Plants, and Animals	
21. Store equipment and materials in appropriate places indoors	B
4. Gather equipment and materials for activities	B
6. Report any needed equipment repairs to someone in charge	C
209. Fold and put away rugs/cribs	C
125. Set up and put away outdoor equipment	C
239. Feed animals and/or water plants	C
225. Wash toys and equipment (blocks, dolls, puzzles, etc.)	C
241. Make repairs or replace parts on play equipment	D
207. Arrange and rearrange furniture/cribs	D
226. Clean animal cages, pens, or containers	D
240. Wash doll clothing, dress-up clothing, towels rest mats, etc.	D
144. Clean outdoor equipment	D
J. Food Service	
143. Wash off tables	A
57. Serve food	B
58. Clear away food	B
59. Clean up soiled dishes, etc.	B
35. Set table	C
10. Prepare snacks	C
105. Washes dishes by hand	C
130. Put away food supplies	C
106. Store kitchen equipment	C
33. Prepare foods for special occasions	C

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
J. Food Service (con't.)	
242. Plan snacks	D
9. Plan food for special occasions	D
152. Use the oven for making baked goods, meats, and casseroles	D
54. Prepare desserts for children's meals	D
30. Clean small electrical kitchen appliances	D
56. Prepare salads for children's meals	D
151. Use the range to prepare hot foods for meals	D
32. Prepare vegetables for children's meals	D
103. Clean/defrost the refrigerator	D
104. Load, unload and clean the dishwasher	D
153. Use the mixer for preparing baked goods and desserts	D
1. Plan meals	D
132. Check in food and cleaning supplies as they come	D
11. Prepare meals	D
80. Prepare sandwiches for children's meals	D
81. Clean the range and/or oven	D
79. Prepare soups for children's meals	D
55. Prepare casseroles for children's meals	D
83. Inventory supplies and food	D
31. Prepare meats for children's meals	D
82. Order groceries	D
8. Use blender for preparing drinks, soups, and sauces	D
127. Clean/defrost the freezer	D
154. Order government food commodities	D
K. Planning Goals and Activities	
114. Plan activities to be offered every day	C
136. Evaluate plans and change them when needed	C
113. Help plan goals for year's program	C
138. Plan special activities (field trips, animals, growing plants, etc.)	D
137. Plan daily schedule	D
112. Plan goals for year's program	D

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
L. Work with Exceptional Children	
15. Direct exceptional children in activities involving language abilities	B
3. Assist exceptional children with activities involving social skills	C
29. Assist professional staff in the overall evaluation of the progress of each exceptional child	C
37. Train exceptional children in self-help skills	C
220. Guide exceptional children in activities involving mental abilities and intellectual-emotional development	C
51. Report or record behavioral changes in each exceptional child	C
203. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training	C
36. Feed exceptional children or assist these children with mealtime activities	D
160. Plan special activities for children with special problems or needs	D
52. Handle certain clerical responsibilities involved with the exceptional child	D
M. Laundry	
224. Make beds and change bed linens	D
69. Do the ironing	D
70. Do the mending	D
176. Sort and prepare laundry for the washer	D
175. Fold laundry	D
128. Load, select controls, detergents, bleaches, etc. and unload laundry from the washer	-
129. Load, select temperature control, and unload dryer	-

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
N. Regulation of Supplies and Equipment	
100. Help decide needs of center/home	C
78. Plan for needs of center/home	D
102. Make lists of supplies needed	D
124. Take inventory of equipment	D
99. Do the bookkeeping	D
210. Check/inventory first aid supplies	D
166. Check in and deliver equipment as it arrives	D
101. Order equipment	D
211. Order first aid supplies	D
108. Order cleaning supplies	D
O. Care of Sick Child	
91. Supervise and comfort children isolated because of emotional upset, illness, tiredness	B
190. Administer first aid to injured child	B
24. Care for sick child	D
74. Read a temperature thermometer	D
243. Give back rub to sick child	D
229. Take child to see a doctor if necessary	D
73. Give medicine and follow doctors orders about a sick child	D
48. Select and prepare foods for a sick child	-
50. Keep records of sick child	-
26. Make back rest for sick child	-
49. Make bed with sick child in it	-
P. Care of Infants	
234. Change diapers and other clothing when necessary	D
235. Check infants when they cry and determine reason for crying	D
228. Follow safety precautions when caring for infants	D
25. Give sponge bath to infant or a sick child	D
13. Feed infants	D
247. Carry and hold infants	-
107. Prepare formula for babies	-

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

	Task Clusters (arranged in descending order of mean frequency scores)	Performance Task Clusters
Q.	Administration	
75.	Answer the telephone	C
245.	Participate in staff meetings	C
246.	Take notes (at staff meetings, etc.)	C
216.	Keep attendance records	C
47.	Cooperate in administrative staff discussion on operation and maintenance of building and grounds	D
53.	Evaluate and supervise teaching staff	D
145.	Interview prospective clients	D
98.	Answer cooespondence	D
212.	Supervise safety program/instructions for staff and students	D
77.	Assist with in-service training	D
66.	Lead staff discussion related to observing children	D
170.	Write/compile reports to various agencies/parents/ board of directors	D
67.	Supervise teachers in observing children	D
249.	Interpret social history and family background to staff	D
121.	Compile individual case history of child	D
168.	Keep health records of children	D
155.	Fill out reports for government hot lunch program	D
148.	Collaborate to write proposals	D
238.	Prepare for referral of child to other agencies	D
172.	Secure data and estimate costs for purchases	D
76.	Train teaching staff/volunteers/student teachers	D
213.	Schedule and allocate work for assistant teachers	-
194.	Schedule and allocate work for teachers	-
244.	Conduct staff meetings	-
126.	Establish administrative policies (fee setting, admission, hours, etc.	-
195.	Keep records of children's allowance sheets	-
122.	Keep staff personnel records	-
171.	Type reports to various agencies	-
192.	Administer insurance programs	-

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
R. Work With Parents	
183. Help acquaint parents with center and its program	C
222. Participate in parent meetings	D
184. Participate in parent conferences	D
236. Write communications to parents (letters, cards, etc.)	D
185. Conduct individual parent conferences	D
147. Conduct public tours	D
237. Consult caseworker on parents problems	D
173. Collect fees from parents/agencies	D
223. Write reports on contacts with parents	D
221. Conduct parents meetings	D
S. Budgeting and Public Relations	
146. Interpret functions of center to community	C
150. Approve budget expenditures	-
149. Prepare budgets	-
T. Supervision of Non-Professional Staff	
45. Supervise cleaning service	D
230. Schedule and allocate work for volunteers	D
214. Schedule and allocate work for aides	D
215. Schedule and allocate work for cooks	D
193. Interview and hire prospective employees	D
46. Supervise maintenance staff	-
231. Schedule and allocate work for cleaning staff	-
232. Schedule and allocate work for maintenance personnel	-
197. Schedule and allocate work for houseparents/ residence counselors	-
196. Schedule and allocate work for recreation director	-

NURSERY SCHOOL/DAY CARE CENTER TEACHER AIDE/ASSISTANT

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks
U. Items Not Identified with Basic Clusters	
28. Accept instruction and guidance from person in charge	A
27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed	A
2. Help children understand the importance of eating nourishing foods	B
84. Plan seating arrangement for children	C
34. Help children prepare foods for special occasions	C
7. Obtain regular health check ups	D
23. Sand and paint furniture	D
248. Feed children	D
200. Bathe children	-
174. Keep records of clothing used by children	-
250. Supervise case aides working with parents	-

Task Clusters Across the Five Occupations

In this section a two-way matrix is presented, listing the total tasks for all five child care related occupations. Tasks are arranged in clusters and presented vertically, while the occupations are presented horizontally. The task clusters in this table are identical, in name and specific tasks included, to those presented in the individual occupational matrices; however the order of arrangement differs. Task clusters are listed in the table in descending order of commonality of performance across the five occupations, as indicated by overall mean frequency scores for each cluster. Within the clusters individual tasks are also listed in descending order of overall mean frequency scores. In other words, tasks performed commonly by several occupations are presented first, followed in order by tasks least common or unique to specific occupations.

The numbers preceding each task in the matrix indicate the task number from the questionnaire used for the study. These numbers are listed for additional ease in identifying each specific task as precisely as possible.

Performance rate of tasks for all the occupations is designated in the matrix by alphabetical symbols which represent a range of mean frequency scores for the tasks. An A identifies a task with a mean frequency score of 3.00 or above and indicates the task is performed at least several times a week. The letter B identifies a task with a mean frequency score between 2.00 and 2.99 and indicates the task is performed several times a month. The letter C identifies a task with a mean frequency score of 1.00 to 1.99 and indicates task performance

several times a year. The letter D identifies a task with a mean frequency score of .99 or less and suggests the task is performed less than once a year. A dash (-) is the symbol used to identify a mean frequency score of .00 and indicates that the task is never done.

Examination of the matrix reveals certain aspects of commonality and uniqueness of clusters of tasks when comparisons are made between the five occupations. Tasks related to socialization of the child and handling special behavioral situations are performed frequently by all occupations. On the other hand, tasks included in the basic functions of administration, formalized work with parents, budgeting and public relations, and supervision of non-professional staff are infrequently performed by all occupations. Each occupation performs tasks in clusters concerning broadening child's concepts and imagination, supervision of play and routine activities, daily involvement of children and parents, daily communication and emergencies, management of creative activities, household maintenance, care of toys, equipment, plants and animals, food service, planning goals and activities, work with exceptional children, laundry, regulation of supplies and equipment, care of sick child, and care of infants; however, few tasks within these clusters are performed at the same frequency level by all five occupations.

TASKS PERFORMED IN CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks[a] — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
A. Socialization of the Child					
140. Show an interest in what the children are doing	A	B	A	A	A
117. Answer questions with simple explanations	A	B	A	A	A
68. Maintain discipline to prevent children from harming themselves and others	A	B	A	A	A
157. Listen to what child says about his creative work	A	B	A	A	A
93. Help child learn acceptable behavior patterns	A	B	A	A	A
186. Assist child in developing positive attitudes toward sharing with others	A	B	A	A	A
187. Sit with children and encourage conversation	A	B	A	A	A
12. Help children develop good table manners	A	B	A	A	A
198. Supervise snack time and/or mealtime	A	B	A	A	A
163. Settle arguments	A	B	A	A	A
165. Encourage development of child's curiosity	A	B	A	A	A
164. Stimulate children's play	A	B	B	A	A
139. Set limits for child to follow	A	B	A	A	B
87. Assist children with group play	A	C	B	A	A
16. Adhere to rules about use (e.g. only two children at a time) of equipment	B	C	B	A	A
201. Choose books for daily reading or storytelling	B	C	C	A	B

[a]An A indicates a task which is performed several times a week; B a task which is performed several times a month; C a task which is performed several times a year; D a task which is performed less than once a year; and - a task which is never done.

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
B. Handling Special Behavioral Situations					
86. Assist children individually	A	B	A	A	A
44. Observe children for special behavior patterns and responses	B	B	A	A	A
141. Handle temper tantrums	A	B	A	A	B
C. Broadening Child's Concepts and Imagination					
116. Talk and listen to children	A	A	A	A	A
39. Provide other materials (dishes, telephone, broom, etc.) when child requests them	A	C	B	A	B
14. Encourage children to try new foods	A	B	B	B	B
63. Help children notice sizes and shapes of blocks	B	C	D	A	A
42. Develop imaginative play equipment	B	C	D	B	B
D. Supervision of Play and Routine Activities					
233. Help children to clean-up	A	B	A	A	A
115. Assist children in developing good housekeeping habits	A	B	A	A	A
227. Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children	A	B	A	A	A
60. Supervise outdoor play	A	B	B	A	A
179. Supervise bathroom procedures (toileting, washing, personal grooming, etc.)	A	B	B	A	B
38. Supervise manipulative play (puzzles, woodworking, etc.)	B	C	C	A	A
110. Read or tell stories	A	C	C	A	B
156. Help children dress and undress	A	C	C	B	A
85. Supervise dramatic play activities (block-building, housekeeping, play, etc.)	B	C	C	A	A
64. Help children put blocks away	B	D	D	A	A

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
D. Supervision of Play and Routine Activities (con't.)					
178. Supervise rest time	A	B	C	B	B
111. Select and play recorded music	B	C	C	A	B
62. Teach and lead singing and rhythmic activity	C	C	D	A	B
40. Help children put on and take off dress-up clothes	B	C	D	A	B
188. Participate in teacher-directed activities (rhythm, songs, etc.)	C	D	D	A	A
41. Help children learn how to turn pages	B	C	D	B	B
177. Select children's clothing appropriate for temperature and activity	A	B	C	D	D
109. Supervise special activities (field trips, animals, etc.)	C	D	C	B	C
E. Daily Involvement of Children and Parents					
218. Welcome children when they arrive	A	C	B	A	A
217. Help children learn the established routines	B	C	A	A	A
92. Assist children in developing a sense of "belonging" in the center	B	C	A	A	A
189. Report accidents, signs of illness and discomfort in children and other important happenings	B	C	A	A	A
204. Talk informally with parents	A	C	B	A	B
208. Learn children's names as soon as possible	B	D	B	B	A
205. Answer parents' questions	A	D	C	A	B
219. Distribute materials to be taken home	B	D	C	A	A
167. Identify child's state of health during daily inspections	C	B	B	B	C
169. Make observations/reports for use by administrators/director	D	C	B	C	D

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations: Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
F. Daily Communication and Emergencies					
97. Take messages	A	B	A	B	B
191. Help in time of emergencies	B	C	B	B	B
118. Run errands	A	B	A	B	C
123. Greet guests	B	C	B	B	C
206. Contact parents in emergency or illness	C	D	D	B	C
199. Introduce new child to center	D	D	C	C	C
G. Management of Creative Activities					
18. Arrange materials and equipment so they are ready for use	B	C	B	A	A
20. Improvise play materials and activities	A	C	B	A	B
61. Supervise creative activities (painting, playing with clay, crafts, etc.)	B	C	B	A	A
89. Get crayons and paper ready	B	C	C	A	A
181. Put newsprint on easels for painting	D	D	D	B	B
19. Help keep supplies readily available for teacher and children	C	D	C	A	B
88. Show children how to use scissors	B	C	D	A	B
180. Put child's name on his art work	C	D	D	A	A
65. Arrange books on table for children's use	B	D	D	A	B
43. Help children make things to play with	B	C	C	B	B
202. Help children with their nature and science experiences	C	C	C	A	B
90. Encourage experimentation with paint	C	D	D	B	B
251. Prepare art materials (paint, dough, clay, etc.)	C	D	D	B	B
158. Help child remove painting from easel and set aside to dry	D	D	D	B	B
133. Prepare paper or table top for painting	C	D	D	B	B

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
G. Management of Creative Activities (con't.)					
135. Help put on and remove painting aprons or shirts	D	D	D	B	B
134. At the end of the day, clean paint brushes	C	D	D	B	B
17. Help children learn to use hammer, saws, etc. for craft activities	D	D	C	B	B
182. Put paper on the floor under the easels	D	D	D	B	C
161. Make learning aids (charts, flannel boards)	D	D	D	B	C
162. Prepare bulletin boards	D	D	C	C	D
5. Repair books	C	D	D	C	C
159. Write child's story about a picture if requested	D	D	D	C	C
H. Household Maintenance					
22. Dispose of wastes	A	A	A	A	B
120. Clean and straighten cabinets/ cupboards/shelves	B	C	C	B	C
131. Put away cleaning supplies	A	B	B	C	D
71. Do the dusting	A	B	C	D	D
142. Clean storage area	B	C	C	C	D
72. Do the vacuuming	A	B	C	D	D
94. Clean mirrors and windows	B	C	C	D	D
95. Polish furniture	B	C	C	D	D
96. Clean and wax floor	B	C	D	D	D
119. Wash walls and woodwork	C	C	C	D	D

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
I. Care of Toys, Equipment, Plants, and Animals					
21. Store equipment and materials in appropriate places indoors	A	B	B	A	B
4. Gather equipment and materials for activities	B	C	B	A	B
239. Feed animals and/or water plants	B	C	C	B	C
6. Report any needed equipment repairs to someone in charge	D	C	B	B	C
207. Arrange and rearrange furniture/ cribs	C	C	C	C	D
125. Set up and put away outdoor equipment	B	D	D	C	C
241. Make repairs or replace parts on play equipment	C	D	C	C	D
225. Wash toys and equipment (blocks, dolls, puzzles, etc.)	B	C	D	C	C
209. Fold and put away rugs/cribs	C	D	C	C	C
240. Wash doll clothing, dress-up clothing, towels, rest mats, etc.	B	D	D	C	D
226. Clean animal cages, pens, or containers	D	D	D	C	D
144. Clean outdoor equipment	C	D	D	D	D
J. Food Service					
143. Wash off tables	A	B	B	B	A
57. Serve food	A	B	B	B	B
58. Clear away food	A	B	B	C	B
10. Prepare snacks	A	B	B	B	C
59. Clean up soiled dishes, etc.	A	B	C	C	B
35. Set table	A	B	C	C	C
242. Plan snacks	A	B	B	C	D
105. Wash dishes by hand	A	B	B	C	C
11. Prepare meals	A	A	B	D	D
1. Plan meals	A	A	C	D	D
130. Put away food supplies	A	B	C	C	C
151. Use the range to prepare hot foods for meals	A	B	B	D	D
32. Prepare vegetables for children's meals	A	B	B	D	D

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations: Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
J. Food Service (con't.)					
31. Prepare meats for children's meals	A	B	C	D	D
152. Use the oven for making baked goods, meats, and casseroles	A	B	C	D	D
106. Store kitchen equipment	A	B	C	D	C
54. Prepare desserts for children's meals	A	B	C	D	D
30. Clean small electrical kitchen appliances	A	B	C	D	D
80. Prepare sandwiches for children's meals	A	B	C	D	D
83. Inventory supplies and food	B	C	C	C	D
56. Prepare salads for children's meals	A	B	C	D	D
33. Prepare foods for special occasions	B	C	C	C	C
82. Order groceries	B	B	C	D	D
79. Prepare soups for children's meals	A	C	C	D	D
153. Use the mixer for preparing baked goods and desserts	B	B	C	D	D
9. Plan food for special occasions	C	C	C	C	D
55. Prepare casseroles for children's meals	A	C	C	D	D
81. Clean the range and/or oven	B	C	C	D	D
103. Clean/defrost the refrigerator	B	C	C	D	D
132. Check in food and cleaning supplies as they come	C	C	C	D	D
104. Load, unload and clean the dishwasher	D	D	C	D	D
127. Clean/defrost the freezer	C	D	D	D	D
8. Use blender for preparing drinks, soups, and sauces	C	C	D	D	D
154. Order government food commodities	-	-	D	D	D

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
K. Planning Goals and Activities					
137. Plan daily schedule	B	B	B	A	D
136. Evaluate plans and change them when needed	C	C	B	B	C
114. Plan activities to be offered every day	C	D	C	B	C
138. Plan special activities (field trips, animals, growing plants, etc.)	D	D	C	B	D
113. Help plan goals for year's program	D	D	C	C	C
112. Plan goals for year's program	D	D	D	C	D
L. Work with Exceptional Children					
3. Assist exceptional children with activities involving social skills	C	C	B	B	C
15. Direct exceptional children in activities involving language abilities	C	C	C	B	B
220. Guide exceptional children in activities involving mental abilities and intellectual-emotional development	C	D	B	B	C
29. Assist professional staff in the overall evaluation of the progress of each exceptional child	D	D	B	B	C
37. Train exceptional children in self-help skills	C	C	C	B	C
51. Report or record behavioral changes in each exceptional child	D	D	B	C	C
160. Plan special activities for children with special problems or needs	D	D	C	B	D
203. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training	D	D	C	B	C
36. Feed exceptional children or assist these children with mealtime activities	D	C	C	D	D
52. Handle certain clerical responsibilities involved with the exceptional child	D	D	C	C	D

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
M. Laundry					
175. Fold laundry	A	B	B	D	D
224. Make beds and change bed linens	A	A	C	D	D
176. Sort and prepare laundry for the washer	B	B	C	D	D
128. Load, select controls, detergents, bleaches, etc. and unload laundry from the washer	B	B	C	D	-
129. Load, select temperature control, and unload dryer	B	B	B	D	-
70. Do the mending	B	B	C	D	D
69. Do the ironing	B	C	D	D	D
N. Regulation of Supplies and Equipment					
100. Help decide needs of center/home	C	C	B	B	C
78. Plan for needs of center/home	B	C	B	B	D
102. Make lists of supplies needed	C	C	B	C	D
210. Check/inventory first aid supplies	C	C	C	C	D
108. Order cleaning supplies	C	C	C	D	D
101. Order equipment	D	D	C	C	D
99. Do the bookkeeping	C	C	D	C	D
211. Order first aid supplies	C	C	C	D	D
124. Take inventory of equipment	C	D	D	C	D
166. Check in and deliver equipment as it arrives	D	D	D	C	D
O. Care of Sick Child					
91. Supervise and comfort children isolated because of emotional upset, illness, tiredness	B	D	A	B	B
190. Administer first aid to injured child	B	C	B	B	B
73. Give medicine and follow doctors orders about a sick child	B	C	A	D	D
24. Care for a sick child	C	C	B	B	D

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations: Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
O. Care of Sick Child (con't.)					
74. Read a temperature thermometer	C	C	B	D	D
229. Take child to see a doctor if necessary	C	C	C	D	D
48. Select and prepare foods for a sick child	C	C	C	D	-
50. Keep records of sick child	D	D	C	D	-
243. Give back rub to sick child	C	D	D	D	D
26. Make back rest for sick child	D	D	D	D	-
49. Make bed with sick child in it	D	D	D	D	-
P. Care of Infants					
234. Change diapers and other clothing when necessary	A	B	D	C	D
228. Follow safety precautions when caring for infants	B	B	D	D	D
235. Check infants when they cry and determine reason for crying	B	B	D	D	D
247. Carry and hold infants	B	B	D	D	-
13. Feed infants	B	B	D	D	D
25. Give sponge bath to infant or a sick child	C	C	D	D	D
107. Prepare formula for babies	D	C	-	-	-
Q. Administration					
75. Answer the telephone	A	B	A	A	C
216. Keep attendance records	D	D	D	B	C
98. Answer correspondence	B	C	C	C	D
245. Participate in staff meetings	D	D	B	C	C
66. Lead staff discussion related to observing children	D	D	C	B	D
47. Cooperate in administrative staff discussion on operation and maintenance of building and grounds	D	D	C	C	D
246. Take notes (at staff meetings, etc.)	D	D	C	C	C
168. Keep health records of children	D	D	C	C	D

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
Q. Administration (con't.)					
53. Evaluate and supervise teaching staff	D	D	D	C	D
213. Schedule and allocate work for assistant teachers	D	D	D	C	-
76. Train teaching staff/volunteers/ student teachers	D	-	D	C	D
77. Assist with in-service training	D	D	D	C	D
67. Supervise teachers in observing children	D	-	D	C	D
212. Supervise safety program/instructions for staff and students	D	D	D	C	D
121. Compile individual case history of child	D	-	D	C	D
145. Interview prospective clients	D	-	D	C	D
172. Secure data and estimate costs for purchases	D	D	D	C	D
194. Schedule and allocate work for teachers	D	-	D	C	-
244. Conduct staff meetings	D	D	D	C	-
170. Write/compile reports to various agencies/parents, board of directors	D	D	D	C	D
126. Establish administrative policies (fee setting, admission, hours, etc.)	D	D	D	D	-
249. Interpret social history and family background to staff	D	-	D	D	D
195. Keep records of children's allowance sheets	D	D	C	D	-
122. Keep staff personnel records	D	-	D	D	-
238. Prepare for referral of child to other agencies	D	D	D	D	D
148. Collaborate to write proposals	-	D	D	D	D
171. Type reports to various agencies	D	D	D	D	-
192. Administer insurance programs	D	D	-	D	-
155. Fill out reports for government hot lunch program	-	-	-	D	D

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
R. Work with Parents					
183. Help acquaint parent with center and its program	D	D	C	B	C
173. Collect fees from parents/agencies	C	D	D	C	D
184. Participate in parent conferences	D	D	D	C	D
236. Write communications to parents (letters, cards, etc.)	D	D	D	C	D
185. Conduct individual parent conferences	D	D	D	C	D
237. Consult caseworker on parents problems	D	D	C	D	D
222. Participate in parent meetings	D	D	D	C	D
147. Conduct public tours	D	D	D	D	D
223. Write reports on contacts with parents	D	D	D	D	D
221. Conduct parent meetings	D	D	D	D	D
S. Budgeting and Public Relations					
146. Interpret functions of center to community	D	D	D	C	C
150. Approve budget expenditures	D	D	D	D	-
149. Prepare budgets	C	D	D	D	-
T. Supervision of Non-Professional Staff					
45. Supervise cleaning service	C	D	B	C	D
230. Schedule and allocate work for volunteers	D	D	D	C	D
214. Schedule and allocate work for aides	D	-	D	C	D
46. Supervise maintenance staff	D	D	D	C	-
231. Schedule and allocate work for cleaning staff	D	-	D	D	-
232. Schedule and allocate work for maintenance personnel	D	D	D	D	-

Task Clusters (arranged in descending order of mean frequency scores)	Performance Rate of Tasks — Occupations: Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
T. Supervision of Non-Professional Staff (con't.)					
197. Schedule and allocate work for houseparents/residence counselors	D	-	C	D	-
193. Interview and hire prospective employees	D	-	D	D	D
196. Schedule and allocate work for recreation director	D	-	D	D	-
215. Schedule and allocate work for cooks	D	-	D	D	D
U. Items Not Identified with Basic Clusters					
27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed	B	B	A	A	A
2. Help children understand the importance of eating nourishing foods	A	B	B	B	B
28. Accept instruction and guidance from person in charge	D	C	A	B	A
248. Feed children	A	B	C	D	D
84. Plan seating arrangement for children	C	D	D	C	C
34. Help children prepare foods for special occasions	D	C	C	C	C
200. Bathe children	B	B	D	D	-
7. Obtain regular health check ups	D	D	C	C	D
174. Keep records of clothing used by children	D	D	C	D	-
23. Sand and paint furniture	D	D	D	D	D
250. Supervise case aides working with parents	D	-	-	D	-

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APPENDIX A: RESOURCE PERSONNEL

RESOURCE PERSONNEL

Many of the persons in the Career Education Division of the Iowa Department of Public Instruction, were consulted for this research. Other educators in Iowa were contacted informally concerning this project. The following persons were specifically asked for advice or assistance on the project and their help was greatly appreciated.

Dr. Samuel Clark
Associate Professor of Child Development
and Chairman of the Department
Iowa State University

Dr. Damaris Pease
Professor of Child Development
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Kathryn Madera
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Carol Anderson
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Mrs. Shirley Karas
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Miss Wendy Knowles
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Mrs. Patricia Eggleston
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Mr. Marvin Sammon
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Mrs. Dixie Clark
Day Care Consultant
Bureau of Family and Adult Services
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Resource Personnel (con't.)

Miss Evelyn Gorla and Miss Margaret Conlan
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Mrs. Jeanne Woolsey
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Miss Alice Davis
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Mrs. Vera Daniels
Pottawattamie County Board of Social Welfare
Council Bluffs, Iowa

Mrs. Sandy Amos
Lee County Department of Social Services
Keokuk, Iowa

Mr. Richard Thorson
Cerro Gordo County Department of Social Services
Mason City, Iowa

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Dubuque, Iowa

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Waterloo, Iowa

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APPENDIX B: TASK CHECKLIST AND INSTRUCTION SHEET

TASKS IN CHILD CARE RELATED OCCUPATIONS

Instruction Sheet

The Home Economics Education Department at Iowa State University is presently conducting research to determine the tasks performed by employees in child care related occupations. We have identified some tasks in this area but need your help in clarifying the tasks performed in your particular occupation.

The questionnaire consists of two parts. The first part concerns information about yourself to help us determine the characteristics of people involved in these occupations. Please fill in the blanks completely. It is very important that blanks not be left empty.

The second part of the questionnaire is in the form of a check list. This list includes many tasks which might be a part of your job. The list also includes many tasks which may in no way relate to your job. Please read each item very carefully before checking the appropriate column.

(1) Check column 1 if the task is one which you would never do in your job.

(2) Check column 2 if the task is one which you might do at least once a year in your job.

(3) Check column 3 if the task is one which you would do at least once a month in your job.

(4) Check column 4 if the task is one which you would do at least once a week in your job.

(5) Check column 5 if the task is one which you would do every day in your job.

At the end of the checklist space is provided in which you may list tasks that are a part of your job which we may have omitted in our list and indicate how often you do it. It is very important to the study that each person identify any tasks which he performs that we may have omitted.

The term 'exceptional children' refers to those children who are considered gifted or handicapped because they differ substantially from the average in some way, physically, mentally, emotionally, or socially.

TASKS FOR CHILD CARE RELATED OCCUPATIONS

CHECK LIST	1 I never do this task	2 I do this task at least once a year	3 I do this task at least once a month	4 I do this task at least once a week	5 I do this task daily
1. Plan meals					
2. Help children understand the importance of eating nourishing foods					
3. Assist exceptional children with activities involving social skills					
4. Gather equipment and materials for activities					
5. Repair books					
6. Report any needed equipment repairs to someone in charge					
7. Obtain regular health check ups					
8. Use blender for preparing drinks, soups, and sauces					
9. Plan food for special occasions					
10. Prepare snacks					
11. Prepare meals					
12. Help children develop good table manners					
13. Feed infants					
14. Encourage children to try new foods					
15. Direct exceptional children in activities involving language abilities					
16. Adhere to rules about use (e.g. only two children at a time) of equipment					
17. Help children learn to use hammer, saws, etc. for craft activities					
18. Arrange materials and equipment so they are ready for use					
19. Help keep supplies readily available for teacher and children					
20. Improvise play materials and activities					
21. Store equipment and materials in appropriate places indoors					
22. Dispose of wastes					
23. Sand and paint furniture					
24. Care for sick child					
25. Give sponge bath to infant or a sick child					
26. Make back rest for sick child					
27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed					
28. Accept instruction and guidance from person in charge					
29. Assist professional staff in the overall evaluation of the progress of each exceptional child					
30. Clean small electrical kitchen appliances					

	1 I never do this task	2 I do this task at least once a year	3 I do this task at least once a month	4 I do this task at least once a week	5 I do this task daily
31. Prepare meats for children's meals					
32. Prepare vegetables for children's meals					
33. Prepare foods for special occasions					
34. Help children prepare foods for special occasions					
35. Set table					
36. Feed exceptional children or assist these children with mealtime activities					
37. Train exceptional children in self-help skills					
38. Supervise manipulative play (puzzles, woodworking, etc.)					
39. Provide other materials (dishes, telephone, broom, etc.) when child requests them					
40. Help children put on and take off dress-up clothes					
41. Help children learn how to turn pages					
42. Develop imaginative play equipment					
43. Help children make things to play with					
44. Observe children for special behavior patterns and responses					
45. Supervise cleaning service					
46. Supervise maintenance staff					
47. Cooperate in administrative staff discussion on operation and maintenance of building and grounds					
48. Select and prepare foods for a sick child					
49. Make bed with sick child in it					
50. Keep records of sick child					
51. Report or record behavioral changes in each exceptional child					
52. Handle certain clerical responsibilities involved with the exceptional child					
53. Evaluate and supervise teaching staff					
54. Prepare desserts for children's meals					
55. Prepare casseroles for children's meals					
56. Prepare salads for children's meals					
57. Serve food					
58. Clear away food					
59. Clean up soiled dishes, etc.					
60. Supervise outdoor play					
61. Supervise creative activities (painting, playing with clay, crafts, etc.)					
62. Teach and lead singing and rhythmic activity					
63. Help children notice sizes and shapes of blocks					
64. Help children put blocks away					
65. Arrange books on table for children's use					
66. Lead staff discussion related to observing children					

		1 I never do this task	2 I do this task at least once a year	3 I do this task at least once a month	4 I do this task at least once a week	5 I do this task daily
67.	Supervise teachers in observing children					
68.	Maintain discipline to prevent children from harming themselves and others					
69.	Do the ironing					
70.	Do the mending					
71.	Do the dusting					
72.	Do the vacuuming					
73.	Give medicine and follow doctors orders about a sick child					
74.	Read a temperature thermometer					
75.	Answer the telephone					
76.	Train teaching staff/volunteers/student teachers					
77.	Assist with in-service training					
78.	Plan for needs of center/home					
79.	Prepare soups for children's meals					
80.	Prepare sandwiches for children's meals					
81.	Clean the range and/or oven					
82.	Order groceries					
83.	Inventory supplies and food					
84.	Plan seating arrangement for children					
85.	Supervise dramatic play activities (block-building, housekeeping, play, etc.)					
86.	Assist children individually					
87.	Assist children with group play					
88.	Show children how to use scissors					
89.	Get crayons and paper ready					
90.	Encourage experimentation with paint					
91.	Supervise and comfort children isolated because of emotional upset, illness, tiredness					
92.	Assist children in developing a sense of "belonging" in the center					
93.	Help child learn acceptable behavior patterns					
94.	Clean mirrors and windows					
95.	Polish furniture					
96.	Clean and wax floor					
97.	Take messages					
98.	Answer correspondence					
99.	Do the bookkeeping					
100.	Help decide needs of center/home					
101.	Order equipment					
102.	Make lists of supplies needed					
103.	Clean/defrost the refrigerator					
104.	Load, unload and clean the dishwasher					
105.	Wash dishes by hand					
106.	Store kitchen equipment					
107.	Prepare formula for babies					
108.	Order cleaning supplies					

		1 I never do this task	2 I do this task at least once a year	3 I do this task at least once a month	4 I do this task at least once a week	5 I do this task daily
109.	Supervise special activities (field trips, animals, etc.)					
110.	Read or tell stories					
111.	Select and play recorded music					
112.	Plan goals for year's program					
113.	Help plan goals for year's program					
114.	Plan activities to be offered every day					
115.	Assist children in developing good housekeeping habits					
116.	Talk and listen to children					
117.	Answer questions with simple explanations					
118.	Run errands					
119.	Wash walls and woodwork					
120.	Clean and straighten cabinets/cupboards/shelves					
121.	Compile individual case history of child					
122.	Keep staff personnel records					
123.	Greet guests					
124.	Take inventory of equipment					
125.	Set up and put away outdoor equipment					
126.	Establish administrative policies (fee setting, admission, hours, etc.)					
127.	Clean/defrost the freezer					
128.	Load, select controls, detergents, bleaches, etc. and unload laundry from the washer					
129.	Load, select temperature control, and unload dryer					
130.	Put away food supplies					
131.	Put away cleaning supplies					
132.	Check in food & cleaning supplies as they come					
133.	Prepare paper or table top for painting					
134.	At the end of the day, clean paint brushes					
135.	Help put on and remove painting aprons or shirts					
136.	Evaluate plans and change them when needed					
137.	Plan daily schedule					
138.	Plan special activities (field trips, animals, growing plants, etc.)					
139.	Set limits for child to follow					
140.	Show an interest in what the children are doing					
141.	Handle temper tantrums					
142.	Clean storage area					
143.	Wash off tables					
144.	Clean outdoor equipment					
145.	Interview prospective clients					
146.	Interpret functions of center to community					
147.	Conduct public tours					

		1 I never do this task	2 I do this task at least once a year	3 I do this task at least once a month	4 I do this task at least once a week	5 I do this task daily
148.	Collaborate to write proposals					
149.	Prepare budgets					
150.	Approve budget expenditures					
151.	Use the range to prepare hot foods for meals					
152.	Use the oven for making baked goods, meats, and casseroles					
153.	Use the mixer for preparing baked goods and desserts					
154.	Order government food commodities					
155.	Fill out reports for government hot lunch program					
156.	Help children dress and undress					
157.	Listen to what child says about his creative work					
158.	Help child remove painting from easel and set aside to dry					
159.	Write child's story about a picture if requested					
160.	Plan special activities for children with special problems or needs					
161.	Make learning aids (charts, flannel boards)					
162.	Prepare bulletin boards					
163.	Settle arguments					
164.	Stimulate children's play					
165.	Encourage development of child's curiosity					
166.	Check in and deliver equipment as it arrives					
167.	Identify child's state of health during daily inspections					
168.	Keep health records of children					
169.	Make observations/reports for use by administrators/director					
170.	Write/compile reports to various agencies/ parents, board of directors					
171.	Type reports to various agencies					
172.	Secure data and estimate costs for purchases					
173.	Collect fees from parents/agencies					
174.	Keep records of clothing used by children					
175.	Fold laundry					
176.	Sort and prepare laundry for the washer					
177.	Select children's clothing appropriate for temperature and activity					
178.	Supervise rest time					
179.	Supervise bathroom procedures (toileting, washing, personal grooming, etc.)					
180.	Put child's name on his art work					
181.	Put newsprint on easels for painting					
182.	Put paper on the floor under the easels					

		1 I never do this task	2 I do this task at least once a year	3 I do this task at least once a month	4 I do this task at least once a week	5 I do this task daily
183.	Help acquaint parent with center and its program					
184.	Participate in parent conferences					
185.	Conduct individual parent conferences					
186.	Assist child in developing positive attitudes toward sharing with others					
187.	Sit with children and encourage conversation					
188.	Participate in teacher-directed activities (rhythm, songs, etc.)					
189.	Report accidents, signs of illness and discomfort in children and other important happenings					
190.	Administer first aid to injured child					
191.	Help in time of emergencies					
192.	Administer insurance programs					
193.	Interview and hire prospective employees					
194.	Schedule and allocate work for teachers					
195.	Keep records of children's allowance sheets					
196.	Schedule and allocate work for recreation director					
197.	Schedule and allocate work for house-parents/residence counselors					
198.	Supervise snack time and/or mealtime					
199.	Introduce new child to center					
200.	Bathe children					
201.	Choose books for daily reading or story-telling					
202.	Help children with their nature and science experiences					
203.	Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training					
204.	Talk informally with parents					
205.	Answer parents' questions					
206.	Contact parents in emergency or illness					
207.	Arrange and rearrange furniture/cribs					
208.	Learn children's names as soon as possible					
209.	Fold and put away rugs/cribs					
210.	Check/inventory first aid supplies					
211.	Order first aid supplies					
212.	Supervise safety program/instructions for staff and students					
213.	Schedule and allocate work for assistant teachers					
214.	Schedule and allocate work for aides					
215.	Schedule and allocate work for cooks					
216.	Keep attendance records					
217.	Help the children learn the established routines					

		1 I never do this task	2 I do this task at least once a year	3 I do this task at least once a month	4 I do this task at least once a week	5 I do this task daily
218.	Welcome children when they arrive					
219.	Distribute materials to be taken home					
220.	Guide exceptional children in activities involving mental abilities and intellectual-emotional development					
221.	Conduct parent meetings					
222.	Participate in parent meetings					
223.	Write reports on contacts with parents					
224.	Make beds and change bed linens					
225.	Wash toys and equipment (blocks, dolls, puzzles, etc.)					
226.	Clean animal cages, pens, or containers					
227.	Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children					
228.	Follow safety precautions when caring for infants					
229.	Take child to see a doctor if necessary					
230.	Schedule and allocate work for volunteers					
231.	Schedule and allocate work for cleaning staff					
232.	Schedule and allocate work for maintenance personnel					
233.	Help children to clean-up					
234.	Change diapers and other clothing when necessary					
235.	Check infants when they cry and determine reason for crying					
236.	Write communications to parents (letters, cards, etc.)					
237.	Consult caseworker on parents problems					
238.	Prepare for referral of child to other agencies					
239.	Feed animals and/or water plants					
240.	Wash doll clothing, dress-up clothing, towels, rest mats, etc.					
241.	Make repairs or replace parts on play equipment					
242.	Plan snacks					
243.	Give back rub to sick child					
244.	Conduct staff meetings					
245.	Participate in staff meetings					
246.	Take notes (at staff meetings, etc.)					
247.	Carry and hold infants					
248.	Feed children					

	1 I never do this task	2 I do this task at least once a year	3 I do this task at least once a month	4 I do this task at least once a week	5 I do this task daily
249. Interpret social history and family background to staff					
250. Supervise case aides working with parents					
251. Prepare art materials (paint, dough, clay, etc.)					

Other tasks you do:

APPENDIX C: PERSONAL DESCRIPTIVE DATA OF EMPLOYEES IN THE FIVE OCCUPATIONS

PERSONAL DESCRIPTIVE DATA ON RESPONDENTS
BY PERCENTAGES IN EACH OCCUPATION

Biographical Characteristic	Occupation				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
A. Age					
35 years or less	65.0	39.1	62.9	38.1	52.2
36-50 years	22.5	39.1	5.7	36.5	39.1
51-65 years	7.5	21.8	22.9	19.0	8.7
Over 65 years	5.0	0.0	5.7	3.2	0.0
No response	0.0	0.0	2.8	3.2	0.0
B. Sex					
Female	100.0	91.3	65.7	93.7	100.0
Male	0.0	8.7	34.3	6.3	0.0
C. Length of Employment					
11 months or less	12.5	4.4	25.7	17.5	4.4
1-3 years	47.5	21.7	57.1	36.5	60.9
4-6 years	12.5	13.0	14.3	27.0	21.7
7-10 years	7.5	26.1	0.0	7.9	13.0
Over 10 years	12.5	30.4	2.9	9.5	0.0
No response	7.5	4.4	0.0	1.6	0.0
D. Education					
Elementary degree	7.5	0.0	0.0	4.8	0.0
Some high school	20.0	26.1	0.0	0.0	4.3
High school diploma	55.0	26.1	17.1	11.1	47.8
Trade school	2.5	8.7	8.6	3.1	0.0
Some college courses	12.5	26.1	34.3	46.0	39.2
Bachelors degree	2.5	8.7	37.1	30.2	8.7
Masters degree	0.0	4.3	2.9	4.8	0.0

Biographical Characteristic	Occupation				
	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
E. Age Level of Children Cared For					
Under 2 years	2.5	43.5	0.0	0.0	0.0
2-5 years	55.0	4.3	0.0	95.2	95.7
6-11 years	7.5	17.5	3.0	0.0	0.0
12-18 years	0.0	13.0	68.2	0.0	0.0
Newborn to 18 years inclusive	27.5	21.7	25.8	3.2	4.3
No response	7.5	0.0	3.0	1.6	0.0
F. Additional Training[a]					
Adult classes	2.5	8.7	14.3	30.2	17.4
Short courses by employer	0.0	0.0	34.3	23.8	39.1
Observation	10.0	4.3	62.9	25.4	26.1
Instruction in tasks	7.5	8.7	71.4	30.2	47.8
Home study course	0.0	0.0	5.7	7.9	4.3
Other:					
Nurse's Aide/First Aid Training	5.0	0.0	2.9	3.2	4.3
Special workshops/ conventions	0.0	0.0	2.9	17.5	13.0
Related books/articles	7.5	8.7	0.0	0.0	0.0
Visitation of other centers/ agencies	0.0	0.0	0.0	1.7	4.3
Regular staff meetings/ in-service	0.0	0.0	11.4	0.0	4.3
Church school teaching	2.5	0.0	0.0	3.2	4.3
Public school teaching	0.0	0.0	0.0	1.7	0.0
Instruction sheet	0.0	0.0	0.0	0.0	4.3

[a]Totals do not equal 100% for each occupation since some respondents checked more than one type of training and others checked none.

APPENDIX D: MEAN FREQUENCY TABLES FOR TASK CLUSTERS BY INDIVIDUAL OCCUPATIONS

In this section a two-way matrix is presented, listing the task clusters for the five child care related occupations. This table is repetitive of a previous table, but lists actual mean frequency scores instead of the alphabetical symbols as before.

Tasks which were added to the statistically formulated clusters on the basis of rational judgment of content similarity are labeled.

The response pattern for the questionnaire was based on a one to five point scale; however, the scale was transposed for data analysis so that a zero would indicate a task was never done. Responses were coded according to the following plan: 0, the task is never done; 1, the task is performed at least once a year; 2, the task is performed at least once a month; 3, the task is performed at least once a week; and 4, the task is performed daily.

TASKS PERFORMED IN CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores					
		Occupations				
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
A. Socialization of the Child						
140. Show an interest in what the children are doing	3.76	3.90	2.91	3.94	3.89	3.70
117. Answer questions with simple explanations	3.74	3.97	2.78	3.91	3.84	3.74
68. Maintain discipline to prevent children from harming themselves and others	3.55	3.75	2.65	3.51	3.78	3.52
157. Listen to what child says about his creative work	3.54	3.75	2.39	3.54	3.79	3.65
93. Help child learn acceptable behavior patterns	3.54	3.60	2.39	3.83	3.76	3.52
186. Assist child in developing positive attitudes toward sharing with others	3.52	3.75	2.48	3.54	3.68	3.65
187. Sit with children and encourage conversation	3.47	3.63	2.22	3.66	3.75	3.43
12. Help children develop good table manners	3.47	3.88	2.61	3.54	3.60	3.13
198. Supervise snack time and/or mealtime	3.39	3.80	2.61	3.57	3.37	3.26
163. Settle arguments	3.35	3.78	2.13	3.49	3.46	3.35
165. Encourage development of child's curiosity	3.24	3.47	2.22	3.03	3.71	3.57
164. Stimulate children's play	3.23	3.45	2.04	2.80	3.70	3.39
139. Set limits for child to follow	3.16	3.25	2.39	3.54	3.32	2.74
87. Assist children with group play	3.13	3.25	1.52	2.63	3.71	3.70
16. Adhere to rules about use (e.g. only two children at a time) of equipment	2.89	2.47	1.35	2.89	3.60	3.17
201. Choose books for daily reading or story telling	2.26	2.70	1.43	1.00	3.06	2.04

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores — Occupations					
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
B. Handling Special Behavioral Situations						
86. Assist children individually	3.54	3.78	2.61	3.43	3.79	3.52
44. Observe children for special behavior patterns and responses	3.31	2.75	2.48	3.83	3.75	3.13
141. Handle temper tantrums	3.10	3.50	2.17	3.49	3.14	2.65
C. Broadening Child's Concepts and Imagination						
116. Talk and listen to children	3.80	3.97	3.13	3.94	3.87	3.74
39. Provide other materials (dishes, telephone, broom, etc.) when child requests them	2.97	3.13	1.65	2.69	3.54	2.91
14. Encourage children to try new foods	2.79	3.40	2.35	2.86	2.60	2.61
63. Help children notice sizes and shapes of blocks	2.42	2.72	1.22	.83	3.25	3.22
42. Develop imaginative play equipment	2.11	2.47	1.35	.77	2.78	2.48
D. Supervision of Play and Routine Activities						
233. Help children to clean-up	3.48	3.97	2.26	3.49	3.60	3.48
115. Assist children in developing good housekeeping habits	3.42	3.78	2.30	3.71	3.59	3.04
227. Practice safety procedures by being alert to situations and equipment involving hazards to the safety of children	3.35	3.45	2.39	3.40	3.73	3.04
60. Supervise outdoor play	3.09	3.55	2.17	2.49	3.38	3.30
179. Supervise bathroom procedures (toileting, washing, personal grooming, etc.)	3.04	3.75	2.22	2.46	3.24	2.96

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores					
		Occupations				
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
D. Supervision of Play and Routine Activities (con't.)						
38. Supervise manipulative play (puzzles, woodworking, etc.)	2.79	2.78	1.43	1.86	3.70	3.13
110. Read or tell stories	2.75	3.17	1.83	1.46	3.49	2.87
156. Help children dress and undress	2.71	3.70	1.91	1.43	2.86	3.30
85. Supervise dramatic play activities (blockbuilding, housekeeping, play, etc.)	2.60	2.78	1.00	1.37	3.51	3.30
64. Help children put blocks away	2.53	2.85	.96	.80	3.54	3.43
178. Supervise rest time	2.53	3.70	2.17	1.86	2.48	2.00
111. Select and play recorded music	2.36	2.70	1.30	1.20	3.17	2.35
62. Teach and lead singing and rhythmic activity	2.26	1.95	1.04	.94	3.48	2.65
40. Help children put on and take off dress-up clothes	2.22	2.33	1.04	.91	3.22	2.43
188. Participate in teacher-directed activities (rhythm, songs, etc.)	2.12	1.35	.52	.54	3.57	3.48
41. Help children learn how to turn pages	1.99	2.60	1.09	.66	2.51	2.43
177. Select children's clothing appropriate for temperature and activity[a]	1.64	3.10	2.52	1.83	.73	.39
109. Supervise special activities (field trips, animals, etc.)[a]	1.56	1.17	.78	1.77	2.08	1.26

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores: Occupations					
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
E. Daily Involvement of Children and Parents						
218. Welcome children when they arrive	3.19	3.75	1.70	2.69	3.57	3.43
217. Help the children learn the established routines	3.19	2.90	1.70	3.54	3.67	3.35
92. Assist children in developing a sense of "belonging" in the center	3.15	2.67	1.43	3.66	3.67	3.48
189. Report accidents, signs of illness and discomfort in children and other important happenings	2.78	2.38	1.48	3.43	3.08	3.00
204. Talk informally with parents	2.65	3.15	1.00	2.03	3.27	2.70
208. Learn children's names as soon as possible[a]	2.54	2.30	.96	2.83	2.86	3.26
205. Answer parents' questions	2.54	3.10	.70	1.89	3.19	2.61
219. Distribute materials to be taken home[a]	2.27	2.08	.30	1.06	3.51	3.04
167. Identify child's state of health during daily inspections[a]	2.07	1.70	2.04	2.14	2.30	1.96
169. Make observations/reports for use by administrators/ director[a]	1.28	.33	1.22	2.69	1.27	.91
F. Daily Communication and Emergencies						
97. Take messages[a]	2.86	3.05	2.26	3.63	2.83	2.04
191. Help in time of emergencies	2.78	2.35	1.30	2.40	2.35	2.74
118. Run errands[a]	2.61	3.20	2.26	3.20	2.30	1.91
123. Greet guests	2.42	2.38	1.74	2.66	2.73	1.96
206. Contact parents in emergency or illness	1.59	1.85	.52	.94	2.24	1.43
199. Introduce new child to center	1.34	.83	.30	1.69	1.95	1.04

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores					
		Occupations				
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
G. Management of Creative Activities						
18. Arrange materials and equipment so they are ready for use	2.76	2.38	1.70	2.20	3.59	3.09
20. Improvise play materials and activities	2.71	3.05	1.52	2.06	3.25	2.78
61. Supervise creative activities (painting, playing with clay, crafts, etc.)	2.70	2.50	1.13	2.06	3.62	3.09
89. Get crayons and paper ready	2.53	2.92	1.04	1.06	3.43	3.09
181. Put newsprint on easels for painting	2.47	.70	.09	.26	2.87	2.22
19. Help keep supplies readily available for teacher and children	2.29	1.15	.78	1.97	3.57	2.78
88. Show children how to use scissors	2.18	2.13	1.00	.89	3.13	2.87
180. Put child's name on his art work	2.16	1.55	.61	.60	3.51	3.48
65. Arrange books on table for children's use	2.11	2.00	.96	.89	3.21	2.30
43. Help children make things to play with[a]	2.09	2.35	1.26	1.11	2.63	2.43
202. Help children with their nature and science experiences[a]	2.08	1.53	1.00	1.29	3.06	2.61
90. Encourage experimentation with paint	1.82	1.40	.35	.91	2.90	2.39
251. Prepare art materials (paint, dough, clay, etc.)	1.75	1.10	.57	.91	2.76	2.57
158. Help child remove painting from easel and set aside to dry	1.61	.95	.13	.43	2.87	2.57
133. Prepare paper or table top for painting	1.55	1.03	.39	.49	2.54	2.57

[a]This task added on the basis of rational judgment.

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores: Overall	Occupations: Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
G. Management of Creative Activities (con't.)						
135. Help put on and remove painting aprons or shirts	1.53	.93	.30	.29	2.65	2.65
134. At the end of the day, clean paint brushes	1.45	1.00	.57	.49	2.38	2.00
17. Help children learn to use hammer, saws, etc. for craft activities[a]	1.43	.93	.48	1.09	2.05	2.09
182. Put paper on the floor under the easels	1.19	.70	.17	.26	2.21	1.70
161. Make learning aids (charts, flannel boards)	1.16	.43	.30	.71	2.24	1.00
162. Prepare bulletin boards	1.15	.45	.35	1.20	1.92	.96
5. Repair books	1.12	1.25	.78	.43	1.59	1.00
159. Write child's story about a picture if requested	1.10	.75	.35	.40	1.97	1.17
H. Household Maintenance						
22. Dispose of wastes[a]	3.13	3.72	3.04	3.03	3.06	2.52
120. Clean and straighten cabinets/cupboards/ shelves[a]	1.87	2.00	1.65	1.83	2.05	1.43
131. Put away cleaning supplies	1.78	3.22	2.09	2.00	1.10	.52
71. Do the dusting	1.77	3.33	2.43	1.66	.90	.91
142. Clean storage areas[a]	1.64	2.17	1.61	1.66	1.56	.91
72. Do the vacuuming	1.53	3.30	2.44	1.31	.70	.26
94. Clean mirrors and windows	1.45	2.63	1.48	1.51	.98	.61
95. Polish furniture	1.40	2.90	1.70	1.40	.68	.43
96. Clean and wax floor	1.22	2.78	1.78	.83	.56	.39
119. Wash walls and woodwork	1.00	1.88	1.13	1.00	.63	.35

[a]This task added on the basis of rational judgment.

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores: Occupations					
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
I. Care of Toys, Equipment, Plants, and Animals						
21. Store equipment and materials in appropriate places indoors[a]	3.13	3.58	2.09	2.74	3.51	2.91
4. Gather equipment and materials for activities[a]	2.79	2.60	1.78	2.34	3.49	2.87
239. Feed animals and/or water plants	1.78	2.28	1.57	1.14	2.10	1.22
6. Report any needed equipment repairs to someone in charge[a]	1.75	.68	1.09	2.63	2.14	1.87
207. Arrange and rearrange furniture/cribs[a]	1.45	1.80	1.35	1.17	1.62	.87
125. Set up and put away outdoor equipment[a]	1.40	2.20	.70	.94	1.44	1.30
241. Make repairs or replace parts on play equipment[a]	1.38	1.88	.83	1.00	1.65	.87
225. Wash toys and equipment (blocks, dolls, puzzles, etc.)	1.35	2.10	1.04	.71	1.40	1.17
209. Fold and put away rugs/cribs[a]	1.30	1.28	.78	1.09	1.46	1.74
240. Wash doll clothing, dress-up clothing, towels, rest mats, etc.	1.26	2.17	.96	.51	1.46	.57
226. Clean animal cages, pens, or containers[a]	.85	.83	.70	.26	1.33	.61
144. Clean outdoor equipment[a]	.83	1.58	.74	.60	.62	.52

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores					
		Occupations				
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
J. Food Service						
143. Wash off tables	2.98	3.70	2.26	2.49	2.97	3.26
57. Serve food	2.74	3.88	2.61	2.49	2.19	2.78
58. Clear away food	2.53	3.90	2.61	2.11	1.94	2.48
10. Prepare snacks[a]	2.52	3.78	2.22	2.40	2.11	1.91
59. Clean up soiled dishes, etc.	2.51	4.00	2.96	1.71	1.90	2.35
35. Set table	2.23	3.88	2.52	1.80	1.43	1.96
242. Plan snacks[a]	2.23	3.78	2.26	2.17	1.73	.96
105. Wash dishes by hand	2.15	3.67	2.61	2.03	1.35	1.43
11. Prepare meals	1.89	4.00	3.13	2.14	.49	.43
1. Plan meals	1.86	3.72	3.78	1.86	.51	.43
130. Put away food supplies	1.82	3.15	2.17	1.57	1.16	1.35
151. Use the range to prepare hot foods for meals	1.82	3.88	2.70	2.00	.59	.48
32. Prepare vegetables for children's meals	1.72	3.72	2.61	2.00	.41	.48
31. Prepare meats for children's meals	1.68	3.83	2.61	1.94	.32	.35
152. Use the oven for making baked goods, meats, and casseroles	1.66	3.45	2.30	1.69	.60	.74
106. Store kitchen equipment	1.65	3.40	2.17	1.26	.73	1.22
54. Prepare desserts for children's meals	1.63	3.55	2.17	1.89	.48	.52
30. Clean small electrical kitchen appliances	1.57	3.03	2.39	1.63	.70	.48
80. Prepare sandwiches for children's meals	1.55	3.63	2.09	1.77	.33	.43
83. Inventory supplies and food	1.51	2.38	1.91	1.37	1.32	.35
56. Prepare salads for children's meals	1.47	3.15	2.35	1.89	.22	.48

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores — Occupations					
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
J. Food Service (con't.)						
33. Prepare foods for special occasions	1.44	2.08	1.52	1.40	1.17	1.04
82. Order groceries	1.43	2.40	2.04	1.63	.90	.26
79. Prepare soups for children's meals	1.42	3.40	1.65	1.63	.32	.43
153. Use the mixer for preparing baked goods and desserts	1.39	2.90	2.22	1.29	.54	.43
9. Plan food for special occasions	1.39	1.78	1.48	1.49	1.27	.78
55. Prepare casseroles for children's meals	1.35	3.05	1.91	1.66	.24	.39
81. Clean the range and/or oven	1.09	2.50	1.70	1.17	.17	.43
103. Clean/defrost the refrigerator	1.09	2.25	1.57	1.06	.43	.48
132. Check in food and cleaning supplies as they come[a]	1.07	1.50	1.43	1.23	.81	.43
104. Load, unload and clean the dishwasher[a]	.68	.98	.70	1.06	.37	.48
127. Clean/defrost the freezer	.63	1.33	.91	.63	.26	.13
8. Use blender for preparing drinks, soups, and sauces	.61	1.17	1.00	.46	.35	.22
154. Order government food commodities[a]	.07	.00	.00	.03	.16	.09

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores					
		Occupations				
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
K. Planning Goals and Activities						
137. Plan daily schedule[a]	2.39	2.53	2.04	2.14	3.06	.87
136. Evaluate plans and change them when needed	2.16	1.60	1.96	2.14	2.94	1.22
114. Plan activities to be offered every day	1.96	1.70	.74	1.77	2.83	1.57
138. Plan special activities (field trips, animals, growing plants, etc.)	1.51	.93	.78	1.74	2.22	.91
113. Help plan goals for year's program	.86	.18	.22	1.03	1.37	1.04
112. Plan goals for year's program[a]	.69	.18	.30	.51	1.33	.48
L. Work with Exceptional Children						
3. Assist exceptional children with activities involving social skills[a]	2.03	1.00	1.17	2.63	2.71	1.91
15. Direct exceptional children in activities involving language abilities	1.84	1.40	1.22	1.66	2.40	2.00
220. Guide exceptional children in activities involving mental abilities and intellectual-emotional development	1.80	1.10	.91	2.51	2.43	1.13
29. Assist professional staff in the overall evaluation of the progress of each exceptional child[a]	1.70	.50	.61	2.80	2.32	1.48
37. Train exceptional children in in self-help skills	1.58	1.22	1.30	1.46	2.03	1.39

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores: Overall	Occupations: Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
L. Work with Exceptional Children (con't.)						
51. Report or record behavioral changes in each exceptional child	1.57	.53	.83	2.94	1.84	1.09
160. Plan special activities for children with special problems or needs	1.45	.50	.91	1.69	2.38	.74
203. Assist exceptional children in activities involving motor control, motor coordination, and perceptual motor training	1.33	.48	.96	1.06	2.27	1.00
36. Feed exceptional children or assist these children with mealtime activities	1.02	.90	1.43	1.09	.92	.96
52. Handle certain clerical responsibilities involved with the exceptional child	.85	.23	.17	1.34	1.38	.39
M. Laundry						
175. Fold laundry	1.61	3.03	2.96	2.00	.59	.04
224. Make beds and change bed linens	1.60	3.20	3.22	1.71	.43	.26
176. Sort and prepare laundry for the washer	1.57	2.97	2.96	1.86	.56	.04
128. Load, select controls, detergents, bleaches, etc. and unload laundry from the washer	1.52	2.92	2.87	1.86	.49	.00
129. Load, select temperature control, and unload dryer	1.47	2.55	2.87	2.06	.48	.00
70. Do the mending	1.21	2.65	2.04	1.06	.49	.09
69. Do the ironing	1.15	2.67	1.91	.91	.40	.13

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores					
		Occupations				
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
N. Regulation of Supplies and Equipment						
100. Help decide needs of center/home	2.00	1.97	1.43	2.14	2.49	1.04
78. Plan for needs of center/home[a]	1.81	2.13	1.04	2.03	2.08	.96
102. Make lists of supplies needed	1.80	1.90	1.35	2.63	1.86	.70
210. Check/inventory first aid supplies[a]	1.26	1.53	1.09	1.80	1.19	.30
108. Order cleaning supplies	1.16	1.47	1.39	1.77	.92	.13
101. Order equipment	1.08	.83	.91	1.26	1.54	.13
99. Do the bookkeeping	1.07	1.13	1.22	.69	1.44	.35
211. Order first aid supplies	.98	1.10	1.13	1.49	.89	.13
124. Take inventory of equipment	.91	1.10	.78	.83	1.08	.35
166. Check in and deliver equipment as it arrives	.88	.75	.22	.86	1.35	.22

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores: Overall	Occupations: Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
O. Care of Sick Child						
91. Supervise and comfort children isolated because of emotional upset, illness, tiredness[a]	2.51	2.45	.91	3.00	2.87	2.48
190. Administer first aid to injured child[a]	2.33	2.63	1.35	2.60	2.32	2.43
73. Give medicine and follow doctors orders about a sick child[a]	1.58	2.22	1.61	3.43	.67	.13
24. Care for sick child	1.51	1.72	1.65	2.20	1.22	.74
74. Read a temperature thermometer[a]	1.21	1.85	1.74	2.23	.38	.30
229. Take child to see a doctor if necessary[a]	1.09	1.55	1.83	1.86	.46	.13
48. Select and prepare foods for a sick ch ld	.80	1.45	1.17	1.49	.16	.00
50. Keep records of sick child	.70	.83	.52	1.74	.35	.00
243. Give back rub to sick child[a]	.62	1.00	.52	.89	.43	.17
26. Make back rest for sick child	.37	.75	.39	.49	.19	.00
49. Make bed with sick child in it	.35	.68	.57	.51	.10	.00
P. Care of Infants						
234. Change diapers and other clothing when necessary[a]	1.80	3.47	2.78	.74	1.37	.70
228. Follow safety precautions when caring for infants[a]	1.23	2.67	2.35	.37	.71	.35
235. Check infants when they cry and determine reason for crying	1.17	2.92	2.52	.23	.37	.39
247. Carry and hold infants	.97	2.83	2.26	.17	.13	.00
13. Feed infants	.95	2.65	2.48	.17	.06	.09
25. Give sponge bath to infant or a sick child	.65	1.55	1.91	.26	.02	.17
107. Prepare formula for babies	.39	.73	1.87	.00	.00	.00

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores					
		Occupations				
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
Q. Administration						
75. Answer the telephone[a]	3.12	3.63	2.61	3.89	3.06	1.74
216. Keep attendance records[a]	1.52	.73	.17	.89	2.95	1.26
98. Answer correspondence	1.49	2.05	1.61	1.14	1.68	.43
245. Participate in staff meetings[a]	1.30	.05	.35	2.46	1.81	1.26
66. Lead staff discussion related to observing children	1.08	.08	.13	1.23	2.25	.30
47. Cooperate in administrative staff discussion on operation and maintenance of building and grounds[a]	1.00	.25	.13	1.57	1.62	.65
246. Take notes (at staff meetings, etc.)[a]	.96	.05	.26	1.77	1.22	1.26
168. Keep health records of children[a]	.94	.55	.96	1.71	1.03	.17
53. Evaluate and supervise teaching staff	.76	.20	.04	.20	1.76	.52
213. Schedule and allocate work for assistant teachers[a]	.75	.08	.17	.29	1.92	.00
76. Train teaching staff/ volunteers/student teachers	.74	.15	.00	.51	1.76	.04
77. Assist with in-service training[a]	.73	.15	.17	.91	1.33	.39
67. Supervise teachers in observing children	.70	.18	.00	.14	1.75	.26
212. Supervise safety program/ instructions for staff and students	.68	.35	.17	.66	1.19	.43
121. Compile individual case history of child	.64	.18	.17	.71	1.24	.17
145. Interview prospective clients	.63	.45	.00	.40	1.17	.43
172. Secure data and estimate costs for purchases	.61	.25	.22	.63	1.14	.13

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores					
		Occupations				
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
Q. Administration (con't.)						
194. Schedule and allocate work for teachers	.57	.05	.00	.20	1.52	.00
244. Conduct staff meetings	.52	.05	.09	.40	1.24	.00
170. Write/compile reports to various agencies/parents, board of directors	.51	.20	.17	.26	1.03	.30
126. Establish administrative policies (fee setting, admission, hours, etc.)	.49	.48	.04	.46	.86	.00
249. Interpret social history and family background to staff[a]	.49	.13	.00	.66	.92	.17
195. Keep records of children's allowance sheets[a]	.44	.30	.26	1.40	.22	.00
122. Keep staff personnel records	.41	.15	.00	.57	.79	.00
238. Prepare for referral of child to other agencies[a]	.41	.08	.35	.46	.71	.13
148. Collaborate to write proposals[a]	.28	.00	.04	.54	.46	.13
171. Type reports to various agencies	.21	.05	.13	.11	.46	.00
192. Administer insurance programs	.16	.10	.04	.00	.38	.00
155. Fill out reports for government hot lunch program[a]	.08	.00	.00	.00	.17	.17
R. Work with Parents						
183. Help acquaint parent with center and its program[a]	1.47	.65	.09	1.51	2.29	1.96
173. Collect fees from parents/ agencies[a]	1.05	1.88	.83	.26	1.37	.17
184. Participate in parent conferences	.96	.70	.52	.77	1.46	.78

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores — Occupations					
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
R. Work with Parents (con't.)						
236. Write communications to parents (letters, cards, etc.)[a]	.79	.08	.61	.49	1.49	.74
185. Conduct individual parent conferences	.77	.80	.26	.23	1.35	.43
237. Consult caseworker on parents problems[a]	.74	.33	.74	1.69	.67	.22
222. Participate in parent meetings	.70	.33	.43	.66	1.00	.83
147. Conduct public tours[a]	.41	.08	.04	.54	.71	.30
223. Write reports on contacts with parents	.39	.10	.17	.49	.70	.13
221. Conduct parent meetings	.34	.30	.04	.11	.68	.09
S. Budgeting and Public Relations						
146. Interpret functions of center to community	.87	.18	.09	.86	1.43	1.35
150. Approve budget expenditures	.54	.83	.52	.20	.76	.00
149. Prepare budgets	.54	1.08	.61	.17	.57	.00
T. Supervision of Non-Professional Staff						
45. Supervise cleaning service[a]	1.54	1.47	.61	2.29	1.78	.83
230. Schedule and allocate work for volunteers[a]	.63	.15	.09	.49	1.33	.30
214. Schedule and allocate work for aides	.58	.08	.00	.43	1.33	.17
46. Supervise maintenance staff	.52	.20	.17	.31	1.16	.00
231. Schedule and allocate work for cleaning staff	.40	.15	.00	.51	.78	.00
232. Schedule and allocate work for maintenance	.30	.15	.04	.49	.51	.00

[a]This task added on the basis of rational judgment.

CHILD CARE RELATED OCCUPATIONS

Task Clusters (arranged in descending order of mean frequency scores)	Mean Frequency Scores: Occupations					
	Overall	Day Care Mother	Foster Parent	Houseparent	Nur. Sch. Dir./Teacher	Nur. Sch. Aide/Ass't.
T. Supervision of Non-Professional Staff (con't.)						
197. Schedule and allocate work for houseparents/residence counselors[a]	.30	.15	.00	1.26	.08	.00
193. Interview and hire prospective employees	.26	.08	.00	.11	.63	.04
196. Schedule and allocate work for recreation director[a]	.21	.05	.00	.23	.46	.00
215. Schedule and allocate work for cooks	.20	.15	.00	.09	.40	.13
U. Items Not Identified With Basic Clusters						
27. Follow regularly assigned schedule of responsibilities and assume other responsibilities as needed	3.37	2.88	2.22	3.80	3.86	3.39
2. Help children understand the importance of eating nourishing foods[a]	2.74	3.30	2.30	2.91	2.57	2.39
28. Accept instruction and guidance from person in charge	2.33	.98	1.09	3.49	2.48	3.78
248. Feed children	1.63	3.95	2.09	1.00	.83	.30
84. Plan seating arrangement for children	1.40	1.72	.83	.91	1.76	1.17
34. Help children prepare foods for special occasions	1.16	.95	1.22	1.20	1.27	1.09
200. Bathe children	1.06	2.65	2.30	.77	.14	.00
7. Obtain regular health check-ups	.91	.68	.91	1.00	1.02	.91
174. Keep records of clothing used by children	.70	.40	.65	1.83	.52	.00
23. Sand and paint furniture	.49	.48	.57	.37	.54	.48
250. Supervise case aides working with parents	.11	.13	.00	.00	.25	.00

[a]This task added on the basis of rational judgment.

Alternative Job Titles

The job titles reported by respondents varied somewhat, but were basically similar within each type of occupation. These were grouped according to occupation and are shown in the following list.

Day Care Mother

- Babysitter
- Child Care Attendant
- Housewife
- Homemaker

Foster Parent

- Boarding Mother
- Substitute Parent
- Housewife
- Homemaker

Houseparent

- Child Care Worker
- Residential Teacher
- Resident Counselor
- Children's Unit Supervisor
- Child Development Worker
- Director of Home
- Housemother/Housefather

Nursery School/Day Care Center Director/Teacher

- Supervisor
- Directress - Coordinator
- Floating Teacher Supervising Education
- Owner

Nursery School/Day Care Center Teacher Aide/Assistant

- Volunteer Mother
- Preschool Assistant
- Neighborhood Youth Corp Trainee
- Preschool Mother-Helper
- Volunteer
- Bus Aide